

Curriculum & Student Development Committee Meeting

Tuesday, April 4, 2023 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. Textbook Adoptions

Speaker(s): Jennifer Aguzzi

I.A. ASL

I.B. Latin

I.C. Mandarin

II. Performing Arts Update

Speaker(s): Leah Stillman

III. Public Comment

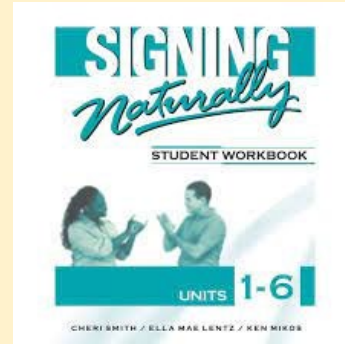
World Language

Textbook Adoption 2023

American Sign Language 1: Signing Naturally v. The Green Books

Signing Naturally:

- Logically and progressive ordered
- Age-appropriate for an introductory class
- Clear visual representation of signs
- Teacher's material includes suggested activities
- Digital platform has some videos, but ancillary material is needed (asldeafined)
- Note: We would need Signing Naturally Units 7-12 for ASL 2



The Green Books:

- Logical and progressive order
- Target audience is college level
- Too complicated for an introductory

Latin 1: Suburani v. Cambridge

Suburani:

- Logically ordered, aesthetically pleasing
- Engaging stories and cultural content
- Thoughtful representation of diversity
- Digital content includes hundreds of activities + differentiated materials
- Teacher will need to make ancillary materials for grammatical structures
- Note: We may want Suburani Book 2 for Latin 2



Cambridge:

- Logically ordered
- Disrespectful representation of slavery and an overall lack of diversity
- Content proceeds too slowly and grammar explanations are limited, causing confusion



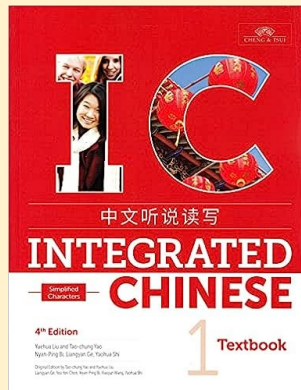
Mandarin Chinese 1: Integrated Chinese v. Ni Hao

Integrated Chinese

- Straightforward, logically ordered, aesthetically pleasing, culturally diverse
- More rigorous and age-appropriate
- Will better prepare students for Mandarin 4 Honors which uses Integrated Chinese Level 3
 - We already have Integrated Chinese Level 2 & 3
- Accompanying digital platform includes videos and listening activities, as well as extension activities
- Fosters verbal output with prepared questions.

Ni Hao

- Straightforward, logically ordered, aesthetically pleasing
- Targeted to a middle school student
- Limited higher order thinking
- No digital platform



Textbook Adoption Request 2022-23

Subject Area / Course:

World Language / American Sign Language I

Text Replacing: New Textbook

Copyright Date:

Committee Members: (including Special Education representative(s):

Kathleen Ericson, David Brine, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education Teacher(s):

Yes

No

Title of Text

ISBN #

Copyright Date

Signing Naturally

978-1581212105

Jan 1, 2008

Publisher: DawnSignPress

Address: 6130 Nancy Ridge Dr
San Diego, CA 92121-3223

Rationale (indicate goals or objectives addressed from curriculum):

The curriculum of Signing Naturally takes the student through an intuitive progression of language acquisition. Signing Naturally includes clear pictures of people signing. There are some videos that students can see which clearly show signs.

Strengths from a Student Perspective:

The student shared how visual the textbook looks and explains the signs for each picture.

Limitations from a Student Perspective:

Student may think that the text looks outdated. While the material is presented logically and clearly, there needs to be supplementary material to help students to see and interact with the curriculum. To that end, a subscription of ASLDeafined is also being requested.

Indicate How You Will Address the Limitations of the Selected Text:

Teacher will create ancillary materials/powerpoints to enliven the curriculum. ASL Deafined has a number of videos, created by deaf actors, to give students the ability to see other people signing.

Other Texts Considered

American Sign Language, The Green Books

Publishing Company

Gallaudet University

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	18	89.95
Special Education Copies	0	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	16/class	9-12
Special Education Student Number	0	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Signing Naturally, Teacher's Curriculum resource	978-1-58121-207-5	98.95	
ASL Deafined, Online Subscription Service (used for videos + receptive assessments)	https://www.asldeafined.com/	\$12/year for educational use	

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost

Total Projected Cost:

Core Cost	\$ 101.95/student *18 = \$1,835.10 + 98.95 for teacher's copy. + Shipping
Special Education Cost	\$0

Signatures:

Program Coordinator/Chair of Textbook Adoption Committee

Special Education Representative

Please submit to Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Signing Naturally (1-6)

Author(s): Cheri Smith, Ella Mae Lentz, Ken Nikes

Copyright: 2008 Publisher: Dawn Sign Press

Class: American Sign Language 1 Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Meeting Curriculum Demands
Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes / mostly
might not have current slang

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:
It covers appropriate introductory content.
The text is organized logically.

ACTIVE READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

IDENTIFYING THE MAIN IDEA

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes - objective clearly stated

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

n/a

SUPPORTING & REINFORCING THE MAIN IDEA

Are explanations adequate?

yes

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

yes - glossary

Teacher comments on Active Reading:

logically to build on prior skills. Information is broken into pieces that progress

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes - review activities at end of unit

Do the questions at the end of the chapter encourage higher order thinking skills?

Sometimes - difficult with limited vocabulary but complex thinking is required. group activities are suggested

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes -

Teacher comments on Post-reading:

Our PBA's will be a good complement to extend skills. The text is more concrete.

TEXTBOOK RATING SHEET*

Textbook <i>Signing Naturally</i>		Rate Each Criteria: 1 (low) - 5 (high)									
Title	<i>Erin</i> Reviewer 1	<i>Brink</i> Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Content	5	5									
Organization	4	4									
Physical Aspects	5	5									
Teacher's Edition	5	5									
Presentation of Topics	4	4									
Readability	5	5									
Applications (Technology Opportunities)	4	3									
Homework Assignments	4	4									
Review Exercises	5	4									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: American Sign Language, The Green Books

Author(s): _____

Copyright: _____

Class: ASL 1

Publisher: Gallaudet University

Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES _____ CRITERIA: QUESTIONS TO ASK ABOUT TEXT _____ YES/SOMETIMES/NO

Meeting Curriculum Demands

Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:

This text is targeted for university level courses so some of the dialogues are mature for high school

ACTIVE READING

<u>SKILLS AND STRATEGIES</u>	<u>CRITERIA: QUESTIONS TO ASK ABOUT TEXT</u>	<u>YES/SOMETIMES/NO</u>
<u>IDENTIFYING THE MAIN IDEA</u>	Is the main idea clearly stated for each paragraph?	yes
	Will the main idea be obvious and easy for students to understand?	sometimes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	yes - objectives listed
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	n/a
	Are explanations adequate?	yes
<u>SUPPORTING & REINFORCING THE MAIN IDEA</u>	Are supporting details clear and sufficient in number?	yes
	Do charts, pictures, and other graphics support the main idea?	yes
	Are graphics appropriately placed within or near the text they illustrate?	yes
	Are there special appendices to provide students with additional reference materials?	yes

Teacher comments on Active Reading:
for truly novice students. Clear and organized but is too complicated

POST-READING

SKILLS AND STRATEGIES METACOGNITION CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

yes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills?

sometimes

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading:

which progresses has rapidly for our population. The content is conversational in nature.

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Title	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
American Sign Language	4	3									
Content	4	3									
Organization	4	4									
Physical Aspects	4	4									
Teacher's Edition	4	4									
Presentation of Topics	4	3									
Readability	3	3									
Applications (Technology Opportunities)	4	4									
Homework Assignments	3	3									
Review Exercises	3	3									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.



6130 Nancy Ridge Drive
 San Diego, CA 92121-3223
 www.dawnsign.com

Voice (858) 625-0600
 VP (858) 768-0428
 Fax (858) 625-2336
 E-mail orders@dawnsign.com

Quote 800420



Quoted 3/30/2023

Expires 4/30/2023

Bill To

Madison Public Schls
 10 Campus Dr
 Madison, CT 06443

Ship To

Daniel Hand High Schl
 286 Green Hill Rd
 Madison, CT 06443

Purchase Order	Ship Via	FOB	Reference	Entered By	Terms	
	FedExC Ground,	San Diego		JPC 3/30/2023	Net 30	
Product	Description	Weight	Ordered	Price	Disc	Amount
1816	SN 1-6 Student Set	41.40	18	89.95	0.00%	\$1,619.10
1810	SN 1-6 Teacher's Curriculum Set	6.80	1	98.95	0.00%	\$98.95
Shipping	Shipping Charges	0.00	1	75.17	0.00%	\$75.17
		Total Weight:	48.20			

Sub-total \$1,793.22

Sales tax

Total \$1,793.22

Textbook Adoption Request 2022-23

Subject Area / Course:

World Language / Latin I / Latin II

Text Replacing: New Textbook

Copyright Date:

Cambridge Latin Course, Units 1 + 2

1998

Committee Members: (including Special Education representative(s))

David Brine, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education Teacher(s):

Yes

No

Title of Text

ISBN #

Copyright Date

Suburani

978-1-912870-02-8

2020

Publisher: Hands Up Education

Address: 133 Bradley Road, Little
Thurlow, CB9 7HZ, UK

Rationale (indicate goals or objectives addressed from curriculum):

The Units are in a logical and progressive order, aligned closely with the current curriculum and goals as approved by the BoE. This textbook would be replacing the Cambridge Textbook, which has fallen out of favor due to its comical depiction of slavery and lack of diversity. Suburani shows the people of Rome, all people of Rome, and does so in a way that makes the voices of others more well known.

Strengths from a Student Perspective:

The pictures and story line are engaging from the very first story.

Limitations from a Student Perspective:

The story starts right away with no warning of vocab or grammatical constructions. A useful thing for students to have in the end, but may be daunting at first. Will need some ancillary materials to help struggling students.

Indicate How You Will Address the Limitations of the Selected Text:

Teacher will create ancillary materials/powerpoints to enliven the curriculum.

Other Texts Considered

Publishing Company

Ecce Romani

Prentice Hall

Cambridge Latin Course

Cambridge University

Jenney, Latin I Course

Prentice Hall

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	25	\$75.00
Special Education Copies	0	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	25	9-12
Special Education Student Number	0	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Suburani Teacher Material	Digital starter pack	\$40.00	40.00

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
N/A			

Total Projected Cost:

Core Cost	$\$75.00 * 25 + 40 = \$1915.00 + \text{shipping}$
Special Education Cost	\$0

Signatures:

 Program Coordinator/Chair of Textbook
 Adoption Committee

 Special Education Representative

Please submit to Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Suburani Latin Course

Author(s): Handle UP Education

Copyright: 2020

Class: Latin I

Publisher: Handle Up Education

Grade(s): 9-10

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:

Slightly too fast, but lends itself to more opportunities for C.I., especially in modeling how conversations happen.
Suburani prides itself on its diverse perspectives! The grammar goes

ACTIVE READING

SKILLS AND STRATEGIES

IDENTIFYING THE MAIN IDEA

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

yes

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

yes

SUPPORTING & REINFORCING

THE MAIN IDEA

Are explanations adequate?

yes

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

yes

Teacher comments on Active Reading:

main text. Cultural comparisons include diversity, and do not sugar-coat the bad parts of history. Graphics are amazingly detailed and help to bring to life the

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

Sometimes

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes

Do the end-of-chapter questions correlate with the chapter objectives?

sometimes

Do the questions at the end of the chapter encourage higher order thinking skills?

sometimes

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading:

helps ensure reading comprehension. The stories include bout - of - the way words which can be great for review, thought could make initial reading frustration

culturally competent side-history along side good summarizing questions

TEXTBOOK RATING SHEET*

Textbook Title	Rate Each Criteria: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
<p><i>Subunit 1 Latin Course</i></p>										
Content	4	4								
Organization	4	5								
Physical Aspects	5	5								
Teacher's Edition	7 N/A	4-digital pack								
Presentation of Topics	4	4								
Readability	5	4								
Applications (Technology Opportunities)	4	4								
Homework Assignments	4	4								
Review Exercises	3	4								
Chapter Tests	N/A	n/a								

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Cambridge Latin Course (Units 1 + 2) [4th Editions]
Author(s): Cambridge University Press
Copyright: Feb 2001 Publisher: Cambridge University Press
Class: Latin 1/2 Grade(s): 9th + 10th

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES Meeting Curriculum Demands CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course? Yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? Yes

Is the information up to date? No

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? Absolutely not.

Teacher comments on Text content: The historical content is very one-sided toward Roman supremacy, depicts slaves + people of dwarfism in a comical + inappropriate light. The grammar is okay, but goes far slower than I would expect/want per the curriculum 6.5 w.r.t. en

ACTIVE READING

SKILLS AND STRATEGIES IDENTIFYING THE MAIN IDEA CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Is the main idea clearly stated for each paragraph? *yes*

Will the main idea be obvious and easy for students to understand?

Is the main idea (topic sentence) usually located at the beginning of the paragraph? *yes*

Does the rest of the paragraph clearly explain the main Idea? (Remember the students' limited knowledge base.) *yes*

Are explanations adequate? *sometimes*

Are supporting details clear and sufficient in number? *sometimes*

Do charts, pictures, and other graphics support the main idea? *yes*

Are graphics appropriately placed within or near the text they illustrate? *yes*

Are there special appendices to provide students with additional reference materials? *yes*

SUPPORTING & REINFORCING THE MAIN IDEA

Teacher comments on Active Reading:

grammar explanations are nearly consistent, causing a great deal of confusion amongst the students and the need for a lot of ancillary work + material. Cultural explanations are decent, but often over-generalized.

POST-READING

SKILLS AND STRATEGIES
METACOGNITION

CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Are there questions within the chapter to help students check their understanding as they read?

*yes for culture, barely for grammar
stories have no comp. q's.*

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

sometimes

Do the end-of-chapter questions correlate with the chapter objectives?

sometimes/no

Do the questions at the end of the chapter encourage higher order thinking skills?

no

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

sometimes/no

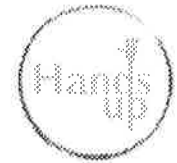
Teacher comments on Post-reading:

cultural readings, though still limited. The book rarely has any kind of summative activity, except in

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Title	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Cambridge Latin Course	3	3									
Content	4	4									
Organization	5	4									
Physical Aspects	3	3									
Teacher's Edition	2	2									
Presentation of Topics	5	4									
Readability	3	3									
Applications (Technology Opportunities)	3	3									
Homework Assignments	2	3									
Review Exercises	N/A	n/a									
Chapter Tests											

*The Textbook Rating Sheet can be customized with criteria suitable to the program.



INVOICE

aguzzij@madison.k12.ct.us

Invoice Date
27 Mar 2023

Invoice Number
INV-3163

Reference
EM20230327JA

Hands Up Education
133-134 Bradley Road
Little Thurlow
Haverhill
CB9 7HZ
UNITED KINGDOM

Description	Quantity	Unit Price	Amount USD
Suburani Book 1 textbook (NA edition) - hardcover	25.00	75.00	1,875.00
Suburani digital starter pack for schools (NA)	1.00	40.00	40.00
Shipping	1.00	112.00	112.00
		Subtotal	2,027.00
		TOTAL NO VAT	0.00
		TOTAL USD	2,027.00

Due Date: 26 Apr 2023

Terms: 30 days

Choose from three ways to pay:

1. Bank transfer: quoting your invoice reference, please send BACS payment to:
Hands Up Education Community Interest Company
account number: 9600 0000 0001 6357
account type: checking
routing number: 084009519
bank address: Evolve Bank and Trust, 6080 Poplar Ave suite 200, Memphis TN 38119, United States
(Your online payment system may show 'Wise' or 'TransferWise')
2. Check: please make out to "Hands Up Education CIC" and send to the Bradley Road address above.
3. Online: If you are viewing this invoice online you can use the 'pay now' button to pay by debit/credit card or Paypal.

Thank you for your attention.

Please direct any queries to sales@hands-up-education.org



[View and pay online now](#)

- ✂ -

PAYMENT ADVICE

To: Hands Up Education
133-134 Bradley Road
Little Thurlow
Haverhill
CB9 7HZ
UNITED KINGDOM

Customer	aguzzij@madison.k12.ct.us
Invoice Number	INV-3163
Amount Due	2,027.00
Due Date	26 Apr 2023

**Amount
Enclosed**

Enter the amount you are paying above

Textbook Adoption Request 2023-24

Subject Area / Course:

Mandarin 1

Text Replacing:

Ni Hao 1

Copyright Date:

1991-2008

Committee Members: (including Special Education representative(s):

Paul Curran, Xuelian Yan, Jennifer Aguzzi

Reviewed By Students:

Yes

No

Reviewed by Special Education

Yes

No

Teacher(s):

Title of Text

ISBN #

Copyright Date

Integrated Chinese 1
Simplified characters
textbook

978-1-62291-132-5

2017

Integrated Chinese 1
Simplified characters work
book

978-1-62291-136-3

2017

Publisher:

Cheng & Tsui Company

Address:

25 West Street Boston, MA 02111-1213

Rationale (indicate goals or objectives addressed from curriculum):

This textbook is the first text book that is used in the UCONN ECE Honors course. Switching to this text book will better prepare students for the ECE course. Also the text introduces more grammar patterns that allow students expand their knowledge of spoken and written Chinese

The textbook series is published by Cheng & Tsui and is designed for beginners and intermediate learners of Chinese. It covers topics such as Chinese grammar, vocabulary, and Chinese characters, and includes various exercises and activities to help learners practice and reinforce their language skills. The Integrated Chinese textbook series is commonly used in many universities and language schools around the world.

Board Approval Date: _____

Strengths from a Student

Perspective:

Integrated Approach: The text uses the four areas of language acquisition in all lessons. Listening, reading, speaking and writing. The textbook has also adopted the ACTFL Standards for language acquisitions in the text. This allows learners to develop a well-rounded set of language skills.

Multimodal Learning Resources: The textbook provides a variety of learning resources, including audio recordings, video clips, and online resources, to help learners practice and reinforce their language skills.

Cultural emphasis: The textbook includes in each lesson cultural information relevant to the lesson topic. This allows students to gain knowledge about China and Chinese customs in addition to their language study.

Limitations from a Student

Perspective:

Indicate How You Will Address the Limitations of the Selected Text:

Supplement text with teacher generated worksheets, have student role play activities, typing practice that incorporates material from each lesson. Also use Language Lab for student listening and speaking practice.

Individualized Practice: Encourage learners to practice the structure of characters and radicals through writing exercises and flashcards. This will allow them to improve their recognition and recall of characters.

Visual Aids: Use visual aids such as videos and diagrams to help learners understand the structure of characters and radicals. This will help learners to remember and recognize these elements more easily.

Emphasize Learning Goals: Set clear learning goals for each lesson, emphasizing the importance of understanding grammar, radicals, pinyin, and character structure. This will help learners to understand the relevance of these elements in their language learning journey and motivate them to improve their skills in these areas.

Other Texts Considered	Publishing Company
N/A	

Board Approval Date: _____

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	25	67.99
Special Education Copies	N/A	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	25	9-12
Special Education Student Number	N/A	

Ancillary Material Cost; e.g. teacher's edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
Integrated Chinese 1 Simplified characters work book	978-1-62291-136-3	35.99	899.75
Digital Platform for teacher		236.99	236.99

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost

Total Projected Cost:

Core Cost $103.98 * 25 + 236.99$	\$2836.49 + shipping
Special Education Cost	\$

Signatures:

Board Approval Date: _____

Program Coordinator/Chair of Textbook
Representative
Adoption Committee

Special Education

Please submit to the Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

Board Approval Date: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Integrated Chinese 1 (Simplified) 4th Edition

Author(s): Yuehwa Liu and Tao-chung Yao

Copyright: 2017 Publisher: Cheng & Tsui

Class: Mandarin Chinese I Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES CRITERIA: QUESTIONS TO ASK ABOUT TEXT YES/SOMETIMES/NO

Meeting Curriculum Demands Does the content of this text reflect what you feel are the essential concepts in your course? yes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)? yes

Is the information up to date? yes

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity? yes

Teacher comments on Text content:

Textbook is recently revised and includes characters of different ethnic groups.

ACTIVE READING

SKILLS AND STRATEGIES	CRITERIA: QUESTIONS TO ASK ABOUT TEXT	YES/SOMETIMES/NO
IDENTIFYING THE MAIN IDEA	Is the main idea clearly stated for each paragraph?	yes- lessons are grouped thematically
	Will the main idea be obvious and easy for students to understand?	yes
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	yes- new vocabulary and grammatical patterns are color-coded
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	yes- spirals previous material
	Are explanations adequate?	yes
	Are supporting details clear and sufficient in number?	yes
	Do charts, pictures, and other graphics support the main idea?	yes
	Are graphics appropriately placed within or near the text they illustrate?	yes
	Are there special appendices to provide students with additional reference materials?	yes vocabulary lists, pinyin, culture, etc.

Teacher comments on Active Reading: Straitforward and direct. Information is delivered logically and spiraled thoughtfully.

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

yes - practice activities are embedded

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

yes - Learning objectives are clearly stated

Do the end-of-chapter questions correlate with the chapter objectives?

yes

Do the questions at the end of the chapter encourage higher order thinking skills?

yes | sometimes - some vocabulary limits H.O.T. - compare/contrast

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

yes

Teacher comments on Post-reading:

In Mandarin 1 higher-order thinking can be limited by vocabulary structures available to students. This text does a better job than any other I've encountered.

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Integrated Chinese 1											
Title	Paul Curran Reviewer 1	William Yan Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10	
Content	5	5									
Organization	5	5									
Physical Aspects	5	5									
Teacher's Edition	5	5									
Presentation of Topics	5	4									
Readability	4	5									
Applications (Technology Opportunities)	5	5									
Homework Assignments	4	4									
Review Exercises	4	4									
Chapter Tests	n/a	n/a									

*The Textbook Rating Sheet can be customized with criteria suitable to the program.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of Text: Ni Hao 1 (simplified) Introductory level

Author(s): Shumang Fredlein & Paul Fredlein

Copyright: 2008 Publisher: China Soft

Class: Mandarin Chinese 1 Grade(s): 9-12

EVALUATION OF TEXT CONTENT

SKILLS AND STRATEGIES

Meeting Curriculum Demands

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

Does the content of this text reflect what you feel are the essential concepts in your course?

Sometimes

Does the content flow in a logical progression appropriate for this content (i.e., from simple to complex, chronological topical, etc.)?

Sometimes

Is the information up to date?

yes / sometimes - some slang not updated

Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?

Sometimes

Teacher comments on Text content: Lesson - rigor is limited. Does not grow much more complex from lesson to

ACTIVE READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

IDENTIFYING THE MAIN IDEA

Is the main idea clearly stated for each paragraph?

yes

Will the main idea be obvious and easy for students to understand?

yes

Is the main idea (topic sentence) usually located at the beginning of the paragraph?

sometimes - clear but not learning goals
there is

Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)

n/a

SUPPORTING & REINFORCING

Are explanations adequate?

yes

THE MAIN IDEA

Are supporting details clear and sufficient in number?

yes

Do charts, pictures, and other graphics support the main idea?

yes -

Are graphics appropriately placed within or near the text they illustrate?

yes

Are there special appendices to provide students with additional reference materials?

sometimes - limited

Teacher comments on Active Reading:

changes in pedagogy (eg. not connecting to ACFL standards explicitly)
Presentation is outdated relative to recent

POST-READING

SKILLS AND STRATEGIES

CRITERIA: QUESTIONS TO ASK ABOUT TEXT

YES/SOMETIMES/NO

METACOGNITION

Are there questions within the chapter to help students check their understanding as they read?

NO (there are practice activities in a separate book)

Does the summary accurately reflect the main ideas and key supporting information within the chapter?

n/a

Do the end-of-chapter questions correlate with the chapter objectives?

NO

Do the questions at the end of the chapter encourage higher order thinking skills?

NO

Are there questions within or at the end of a chapter to promote class or small group discussion or writing?

NO

Teacher comments on Post-reading:

The book is directed more to a middle school audience and is not challenging enough for our students.

TEXTBOOK RATING SHEET*

Textbook		Rate Each Criteria: 1 (low) - 5 (high)									
Nihao 1		Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title		3	3								
Content		3	3								
Organization		4	4								
Physical Aspects		4	5								
Teacher's Edition		5	5								
Presentation of Topics		4	4								
Readability		5	5								
Applications (Technology Opportunities)		3	3								
Homework Assignments		3	3								
Review Exercises		4	3								
Chapter Tests		n/a	n/a								

*The Textbook Rating Sheet can be customized with criteria suitable to the program.



CHENG & TSUI

Since 1979 | Boston, MA USA

25 West Street
Boston MA 02111-1213
United States

Estimate

Date 3/27/2023
Quote # 21020
Expires 4/26/2023
Shipping Method UPS Ground Commer...
Client Number

Bill To
Daniel Hand High School
286 Green Hill Rd
Madison CT 06443

Ship To
Jennifer Aguzzi
Daniel Hand High School
World Languages 286 Green Hill Rd
Madison CT 06443
United States

ISBN	Description	Quantity	List Price	Rate	Amount
9781622911356	INTEGRATED CHINESE 1 TEXT/SIMP 4E PB	25		67.99	1,699.75
9781622911363	INTEGRATED CHINESE 1 WKBK/SIMP 4E	25		35.99	899.75
9781622916887-FLT1	INTEGRATED CHINESE 1 SIMP 4E FLUENCYLINK TEACHER 1 YR	1		236.99	236.99

	Subtotal	2,836.49
Shipping Cost (UPS Ground Commercial)		207.96
	Total	\$3,044.45

Order Comments

"Prices are valid for 30 days
Purchase Order required to convert Quote to Order
Email the PO and this quote to orders@cheng-tsui.com
Product availability is subject to change without notice
UPS Ground Shipping and Handling

All the digital products are non-return and non-refunding, and all the digital files will go to aguzzij@madison.k12.ct.us - quoted by Ruth Lin"

Cheng & Tsui's digital technology subscriptions are sold subject to changes in architecture, features, functionalities as new versions are released.

Remit to:
Cheng & Tsui Co., Inc.



21020



Performing Arts: Music & Theatre



Where are we now?





Music Philosophy

Music education offers a unique learning opportunity to **explore individual creativity, artistic expression** and in-depth **understanding of past and present cultures** in our diverse world. Music is invaluable to human culture. It is a part of people's daily lives around the world. It allows people to connect with each other and with themselves to **discover deeper meanings of human emotions** and interactions. An education in Madison, rich in musical experiences through learning, gives our students **opportunities to grow emotionally, mentally, and physically** while also providing a **support system** of peers. Music Education provides necessary life skills such as **self-discipline, self-expression, responsibility, patience, and teamwork**. This comprehensive music education program will enable students to develop their musical abilities through **self-discipline and focus**, leading to **increased confidence** in learning across the entire curriculum. We believe that this will **develop the lifelong learning abilities** and aesthetic skills necessary to **contribute to a more cultured, educated society**.



Delivery Method/Values

We believe that all students should have a comprehensive, balanced, and progressive curriculum of in-school instruction in music education. Through a planned, sequential curriculum, Madison Public Schools will educate each student, with the guidance of the National Core Music Standards, enabling students to engage in the Four Artistic Processes - creating, performing, responding, and connecting.



Intermediate Grades, 4 -5

Grade 4: General Music

Unit 1: Let's Sing Together

Unit 2: Let's Explore Rhythm

Unit 3: Let's Play Ukulele

Unit 4: Let's Compose a Musical Story

Instrumental Music Launch: Choices for
Strings & Band

Grade 5: General Music

Unit 1: Our National Anthem

Unit 2: Xylos - Let's Get Started

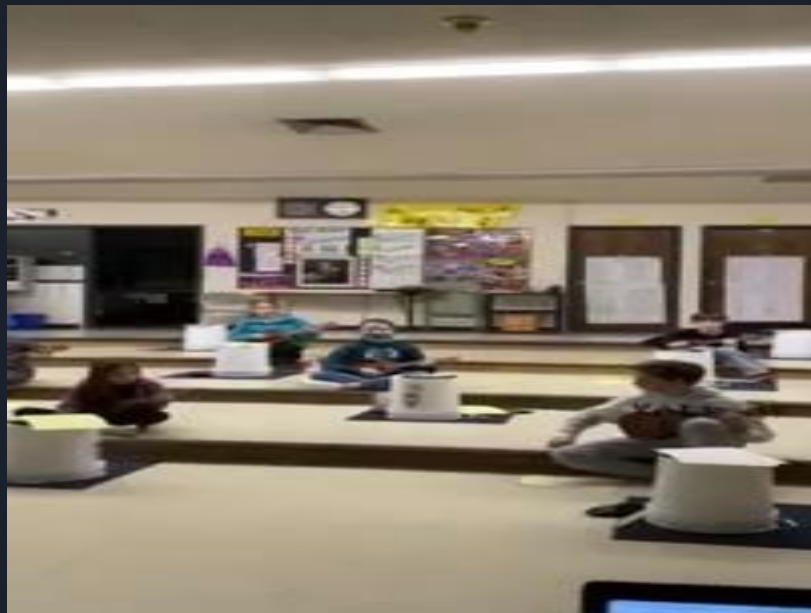
Unit 3: Xylos - Improvise on the Fabulous
Five

Unit 4: Xylos - Playing on the Lower Bars

Unit 5: Xylos - Preparing & Presenting a
Performance

Grade 5 Band & Strings

Ukulele Preview - Brown Intermediate School



Polson Middle School Music Courses

Grade 6

Band Foundations

Orchestra
Foundations

Chorus
Foundations

Grade 7/8

Band Ensemble

Orchestra
Ensemble

Chorus

Digital Music



Polson Digital Music - Student Survey Results



Learning about chord inversions

Composing original bass lines

Playing along with a metronome.

How to stay on the beat and make it all sound together.

Writing a consistent drum beat for 4 measures

Learning to be creative. Being able to create new beats and new sort of sounds. Having the chance to experiment.

What musical skill have you developed the most this year?

I think that getting a sense of how to make music was a big take away!

Subdividing eighth and sixteenth notes

playing the piano

I feel like I developed many great skills and know a ton of music skills but one I learned the best was definitely all the pianos and chord changes.

What was your favorite part of the Music Tech experience?

Collaborating with other students, and creating a big project.

Learning new things about music, and the different aspects of it.

Learning how to use Soundtrap.

Making music that I want and that it expands on my creativity.

Using loops and getting to make ringtones. It was fun to be creative.

Learning chords and inversions on the piano.

You could use your own ideas and skills.

Working with friends.



Digital Music

Grades 7 & 8

Music technology has been shown to increase student motivation through a self-learning skill set that presents exciting content that is relevant to the technology of today's music industry. Digital music is an elective open to all 7th and 8th grade students, and no prior music experience is necessary! In this course, students will learn how to compose music digitally, through a non-traditional lens, using Soundtrap, a Digital Audio Workstation (DAW) software program.

Polson Middle School Theatre Courses

Grade 6

Theatre Arts

Grade 7

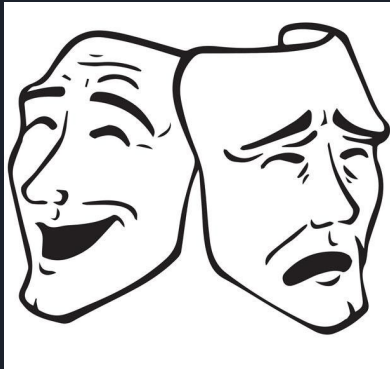
Acting Skills

Introduction to
Musical Theatre

Grade 8

Acting for the
Theatre

Musical Theatre
for the Emerging
Performer



Grade 6: Theatre Arts

Unit 1

Movement, Voice and Technical Acting Skills

Welcome to the Polson Theatre Program! All the world's a stage, and Polson theatre students are its players! In this first unit of Theatre Arts, students will explore the foundations, in order to become a successful performer. They will examine the ins and outs of classic fairy tale characters, bringing a modern twist to their stories. These young actors will accomplish this through warm-ups, activities and exercises pertaining to body awareness and vocal control. Unit 1 will culminate in a shared class performance

Unit 2

Intro to the Rehearsal Process: Character Development

Showtime! In Unit 2, students will be introduced to the basic rehearsal process, culminating in a fully realized performance. Students will start with a chosen script, analyzing and developing the characters within the text. Our young actors will use the rehearsal process to explore what makes each characters unique. They will rehearse as an ensemble, offering peer and teacher feedback, as well as critique on company members' performances. Finally, these actors will get a chance to share their work by performing for a live audience.

Unit 3

Intro to the Playoffs

In Unit 3, students will be introduced to the 10 minute play competition. They will rehearse and perform a teacher-directed 10 minute play for their peers.



Grade 7

Acting Skills

Unit 1

Character Study

Unit 2

The Rehearsal Process & Scene Study

Unit 3

The Playoffs

Introduction to Musical Theatre

Unit 1

The Exploration of the Musical

Unit 2

The Ensemble

Unit 3

Classic Musical Master Works

Grade 8

Acting for the Theatre

Unit 1

The Audition

Unit 2

The Process

Unit 3

The Performance

Musical Theatre

Unit 1

Composers of the Musical

Unit 2

The Musical

Unit 3

Contemporary Musical Master Works



New Music Courses at DHHS



2022-23 Courses

- Music Theory 1
- Music Theory 2
- Piano 1
- Piano 2

- Concert Band (9-10)
- Symphonic Band (11-12)
- Jazz Band (9-12, auditioned)

- Chorus (9-10)
- Concert Choir (11-12)
- Show Choir (VIBE)
- Show Choir Band
- Waes Haeil Madrigals

- String Orchestra (9-10)
- Sinfonietta (11-12)
- Chamber Orchestra (9-12, auditioned)

2023-24 Courses

- Theory and Composition
- AP Music Theory
- Piano and Digital Audio
- Introduction to Music Technology

- Concert Band (9-10)
- Symphonic Band (11-12)
- Jazz Band (9-12, auditioned)

- Chorus (9-10)
- Concert Choir (11-12)
- Show Choir (VIBE)
- Show Band
- Waes Haeil Madrigals

- String Ensemble (9-10)
- Orchestra (11-12)
- Chamber Ensemble (9-12, auditioned)



Piano & Digital Audio

(Fulfills a STEM elective)

Introduction to Music Technology

(Fulfills a STEM elective)

Theory and Composition

(Fulfills a HUMANITIES elective)

Advanced Placement Music Theory

(Fulfills a HUMANITIES elective)





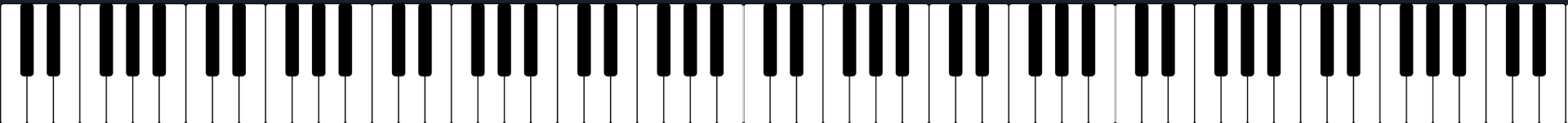
Piano & Digital Audio

Unit 1: Getting to Know the Keyboard
and Digital Software

Unit 2: Performing and Recording
from Notation

Unit 3: The Fundamentals of
Composing & Expanded Keyboard
Fluency

Unit 4: Final Composition and
Performance



Mac software being used to implement coursework at DHHS



Finale (Music Notation Software)
Theory & Composition
AP Music Theory

Logic (Advanced DAW Software)
Introduction to Music Technology

GarageBand (Basic DAW Software)
Piano and Digital Audio

New Music Equipment for Madison Public School Students



Ukulele
Grade 4: Music

World Music Drumming
Polson: Wellness & Music



Audio Boxes (for Recording)
Polson and DHHS: Music Tech Classes

Electric Guitars, Bases & Microphones
Polson and DHHS: Music Tech Classes





Stay tuned.....