

## 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Student may think that the text looks outdated.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)	<a href="https://www.asldeafined.com/">https://www.asldeafined.com/</a>	\$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 &amp; 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

<b>Purchase Order</b>	<b>Ship Via</b>	<b>FOB</b>	<b>Reference</b>	<b>Entered By</b>	<b>Terms</b>
	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
		<b>Total Weight:</b>	<b>48.20</b>			

**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\*

		Rate Each Criteria: 1 (low) - 5 (high)									
Textbook		Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
	<i>Subunit 1 Latin Course</i>										
Title			4								
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): 9<sup>th</sup> + 10<sup>th</sup>

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*

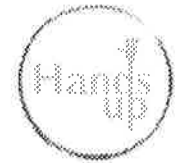
Teacher comments on Post-reading:

*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
		<b>TOTAL USD</b>	<b>2,027.00</b>

## 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](mailto:sales@hands-up-education.org)



[View and pay online now](#)

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## PAYMENT ADVICE

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

<b>Customer</b>	aguzzij@madison.k12.ct.us
<b>Invoice Number</b>	INV-3163
<b>Amount Due</b>	<b>2,027.00</b>
<b>Due Date</b>	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: \_\_\_\_\_

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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 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: 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	Melissa Van 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.



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

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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

	<b>Subtotal</b>	2,836.49
<b>Shipping Cost (UPS Ground Commercial)</b>		207.96
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