

Curriculum & Student Development Committee Meeting

Tuesday, March 21, 2023 5:30 PM

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

I. Textbook Adoption: *Give Me Liberty*

Speaker(s): Peter Nye, Laura Stott, Ben Pelletier

II. Presentation: Focus Schools Response Plan

Speaker(s): Frank Henderson, Brown Principal; Kathryn Hart, Polson Principal; Dr. Liz Battaglia, Director of Special Education

III. Public Comment

- IV. **The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**

Textbook Adoption Request

Subject Area / Course:
Social Studies/ AP US
History

Text Replacing: Give Me Liberty

Copyright Date: 2010

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

- Ben Pelletier
- Laura Stott
- Tom Quirk
- Danielle Fragoso

Reviewed By Students:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
-----------------------	---	-----------------------------

Title of Text	ISBN #	Copyright Date
1. <i>Give Me Liberty</i>	978-0-393-69701-8	2020
2.		
3.		

Publisher: 1. W.W. Norton and Company	Address: 500 Fifth Avenue, New York, NY 10110
--	--

Rationale (indicate goals or objectives addressed from curriculum):

The 3rd edition of this text has been an effective teaching tool, and is now no longer going to be supported online. The text is 12 years old - we have found that the students benefit greatly from the E-book, which will no longer be available after this year. We have also seen a great leap in the available review materials in the current 6th edition, including adaptive practice questions. The text is organized in a clear manner, and students find it approachable but appropriately challenging for a text in an AP/ECE course. There are numerous AP exam preparation skills embedded throughout the text, and in the review materials, which will benefit our students greatly as most elect to take the AP exam. The author, Eric Foner, is a leading American historian, widely respected in his field. According to the publisher, this is the top selling AP US History Textbook.

Strengths from a Student Perspective:

(Quotes from students)

- "Foner does an excellent job in writing content that doesn't make me want to put the textbook in the fireplace. It also effectively prepared me for every test/quiz."
- "I like the consistent format, I can count on every chapter being organized the same way."
- "Text size is good. It's easy to read in dim light while trying to cram for a quiz. The color is muted enough to remind you you're reading a textbook, so it's easy on the eyes. The weight is great for anyone who wants to train legs every time they go up the stairs"

- "I thought the content was engaging, and I enjoyed learning about the history in this format."
- "good readability"
- "Easy to read, flows pretty well"
- "Well I guess it engages them as much as it can, the content is engaging, but it's hard for a teenager to sit and read for a few hours."
- Students liked the questions at the end of the chapters and felt like they would be helpful in exam prep: "it's got good test prep questions"
- "Foner has good guiding questions at the top of each page that relate to the content"
-

Limitations from a Student Perspective:

- In comparison to other AP books examined, no specific limitations were given. Students did comment on the length and size of the book but but believed that it was appropriate and no greater than any of the other texts they examined
-

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

An online version of the book comes with the print version so students will be able to access the book on their computers, meaning they will not have to carry the hardcopy of the book around if they don't want to.

Other Texts Considered	Publishing Company
<i>American History - Connecting to the Past</i>	McGraw - Hill
Henretta's American History	Bedford- Freeman - Worth
Fabric of a Nation	BWF Publishers
The Unfinished Nation	McGraw - Hill

Total Number of Copies	# of Copies	Projected Price Per Copy
80	80	\$115.00

Total Number of Students	# of Students	Grade levels of Students
65-70	65-70	Junior

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

Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
7 years of access to the online materials (first year free)	N/A	\$6.00 per year per student	2,880

Total Projected Cost:

Cost: **\$12,448**

Signatures: _____
 Titles: _____

Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: American History - Connecting to the Past

Author (s): Alan Brinkley

Copyright: 2023 Publisher: McGraw-Hill

Class: AP US/Usman ECE History

Grade (s) 11

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:

sample provided includes student information and a one paragraph narrative style.
Though this textbook is still covering our class

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?

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?

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

Are explanations adequate?

Are supporting details clear and sufficient in number?

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

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

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

yes
yes

yes

yes

yes

yes

yes

unknown from provided materials

Very straightforward & direct, but does not have as many relevant examples.

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?

No

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.

Somewhat - show, why - more are "what" questions

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 aids:

do not necessarily encourage The questions help to summarize and review but
do not necessarily encourage deeper thinking.

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title <i>Biology</i> Author <i>Holt</i>										
Content	5	5	4							
Organization	4	4	4							
Physical Aspects	4	3	3							
Teachers Edition	n/a	N/A	4							
Presentation of Topics	3	3	3							
Readability	3	4	4							
Applications (Technology Opportunities)	4									
Homework Assignments	3	3	3							
Review Exercises	4	3	3							
Chapter Tests	3	3	3							

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

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Fabric of a Nation
Author (s): Stacy and Ellington
Copyright: 2020 Publisher: Bedford and St. Martin's
Class: AP US/World ECE History Grade (s) 11

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: AP skills. This text focuses much more than the

- Overemphasis on Exam Prep takes away from historical narrative
and distracts from the content.

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?

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?

At practice exam

Spanish + English
Sovary

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.	yes - very focused on AP skills
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	AP style writing prompts.

Teacher comments on *Post-reading aids*:

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3 (omit)	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title: <i>Fabuc</i> <i>of a Nation</i>										
Content	4	4	4							
Organization	4	4	4							
Physical Aspects	3	3	3							
Teachers Edition	3	N/A	N/A							
Presentation of Topics	3	3	3							
Readability	4	4	4							
Applications (Technology Opportunities)	4	4	4							
Homework Assignments	4	4	3							
Review Exercises	4	5	4							
Chapter Tests	4	4	4							

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

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Give Me Liberty 4th AP Edition

Author (s): Eric Foner

Copyright: 2020

Publisher: Norton

Class: AP US / ALMON ECE History

Grade (s) 11

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: Of the changes made to this edition, the focus seems to be on greater diversity of examples and experiences.

ACTIVE READING

SKILLS AND STRATEGIES
IDENTIFYING THE MAIN IDEA

CRITERIA: QUESTIONS TO ASK ABOUT TEXT
Is the main idea clearly stated for each paragraph?

YES/SOMETIMES/NO

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?

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

SUPPORTING & REINFORCING
THE MAIN IDEA

Are explanations adequate?

Are supporting details clear and sufficient in number?

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

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

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

yes - marginal

notes direct students to the main ideas

yes

yes

yes

yes

yes

Sample DBQs
Annotated Student

exchange
Declaration of Independence

Constitution

Gettysburg address

Washington's Farewell

Key Documents

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 - analyze, compare, support an argument

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 aids:

as a book long goal Four after asking to the theme of liberty
to understand the nature of American history.

TEXTBOOK RATING SHEET*

Give Me Lib

Textbook Title	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Content	5	5	5							
Organization	5	5	5							
Physical Aspects	4	4	5							
Teachers Edition	N/A	N/A	N/A							
Presentation of Topics	5	5	5							
Readability	5	4	5							
Applications (Technology Opportunities)	5	5	4							
Homework Assignments	4	5	4							
Review Exercises	5	5	5							
Chapter Tests	N/A	4	4							

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

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING

Name of text: Hence the's America's History

Author (s): Edward's Hinderaker, Self, Hencetta

Copyright: 2021 Publisher: Belfad, Freeman and Worth

Class: AP US/Usom ECE History Grade (s) 11

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 textbook includes the 2016 elections and Trump Presidency.

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?

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?

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

SUPPORTING & REINFORCING THE MAIN IDEA

Are explanations adequate?

Are supporting details clear and sufficient in number?

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

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

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

yes

yes

yes

yes

yes
yes

yes
yes

Sample AP style

questions

Presidential election results

DBQ's/Samples?

Declaration

Constitution

Enlightenment

Glenn

En look and
spreads

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.

yes - very focused on skills required

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

yes. (For example -

Teacher comments on Post-reading aids:
The textbook focuses on AP exam preparation and skills relevant to that program.

Henretta is good, but heavy focus on AP test which is not the goal for the ECE program - try to balance both.

Connectix materials (give periods)

FINISH BS MOVED TO FOLIOS

TEXTBOOK RATING SHEET*

Textbook	Rate Each Criterion: 1 (low) - 5 (high)									
	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4	Reviewer 5	Reviewer 6	Reviewer 7	Reviewer 8	Reviewer 9	Reviewer 10
Title <i>Horwath's</i> <i>American History</i>										
Content	5	5	(omit)							
Organization	4	4	4							
Physical Aspects	4	4	4							
Teachers Edition	N/A	N/A	N/A							
Presentation of Topics	4	4	5							
Readability	5	4	4							
Applications (Technology Opportunities)	4	4	4							
Homework Assignments	4	4	4							
Review Exercises	5	5	5							
Chapter Tests	4	4	4							

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

W. W. Norton & Company
Independent and Employee-Owned
Norton High School Price Quote
 Price quote prepared for:
 Daniel Hand High School
 286 Green Hill Rd, Madison, CT 06443

Prepared on:	11/11/22
Valid until:	12/31/22
Representative:	Kevin Zambrano
Email:	kzambrano@wwnorton.com
Phone number:	(347) 835-2741

Title & Edition	ISBN	Quantity	Unit Cost	Total
<i>Give Me Liberty! 6th AP® Edition</i>	978-0-393-69701-8	80	\$115.00	\$9,200.00
			Print Sub Total	\$9,200.00
			S&H*	\$368.00
			Print Total	\$9,568.00

Digital access

Name of person to receive digital access codes: Laura Stott
 Email address of person to receive digital access codes: harrisonl@madison.k12.ct.us
 Title and edition of book: *Give Me Liberty! 6th AP® Edition*

Digital extended access purchased with print book

ISBN	Digital License Days	Quantity	Number of Years	Unit Cost	Total
978-0-393-44123-9	360	80	1	\$0.00	\$0.00
978-0-393-44123-9	360	80	6	\$36.00	\$2,880.00
			Sub Total # of uses:	560	
			Sub Total		\$2,880.00

Digital Total	\$2,880.00
Total # of uses:	560
ORDER TOTAL**	\$12,448.00

Special Notes to Warehouse:

Instructor Resources

Please note that only classroom sets purchased through W. W. Norton & Company will qualify for complimentary teaching materials and access. Print no-charge items **must** be included on purchase order to ensure delivery. Adopters are eligible to access online instructor resources for the titles purchased. Please contact your Norton representative for access once your order is placed.

Rep Sent	Title	ISBN	Charge
Rep Sent	<i>Give Me Liberty, 6th AP® Edition Desk Copy</i>	978-0-393-69701-8	no charge
Rep Sent	Voices of Freedom 6e Vol. 1 Desk Copy	978-0-393-69691-2	no charge
Rep Sent	Voices of Freedom 6e Vol. 2 Desk Copy	978-0-393-69692-9	no charge
1	AP® Curriculum Planning and Pacing Guide	Downloadable	no charge
1	AP® Test Bank	Downloadable	no charge
1	Historical Thinking Skills Worksheets by John Irish	Downloadable	no charge
1	Instructor's Manual	Downloadable	no charge
1	Lecture Slides	Downloadable	no charge
1	Image Files	Downloadable	no charge
1	Resources for your LMS	Downloadable	no charge
1	StudySpace student site	Online	no charge

Instructor Name(s) and Email(s): Laura Stott, harrisonl@madison.k12.ct.us

For Ordering Information and Frequently Asked Questions, please visit: WWNorton.com/rd/hsordering

*If your school has requested that orders be shipped by FedEx, UPS or any other specified carrier, shipping charges will reflect special fees. Please let us know in advance if this is the case so that we may provide a different shipping quote to you. Otherwise, shipping costs are 4%.

**When you place your order, please supply a copy of your tax exempt certificate. If this is not available, your local and state sales taxes will be added to your final purchase order.