

**BRANFORD BOARD OF EDUCATION
TEACHING & LEARNING COMMITTEE MEETING**

WEDNESDAY

6:00 PM

April 9, 2025

Walsh Intermediate School

Collaboration & Innovation Center (Room 112)

185 Damascus Road, Branford CT

To access and listen to this meeting please go to www.branfordschools.org

Community Agreement

The Board of Education is committed to supporting the mission, vision, core values and global learning competencies of the Branford Public Schools. We are here to provide access for all students in close collaboration with the Superintendent and in partnership with the larger community.

A G E N D A

- I. Call to Order**
- II. Public Comment**
- III. Approval of Minutes**
- IV. Presentations**
 - A. Leader in Me**
- V. Discussion/Action**
 - A. Textbook Proposals**
- VI. Adjourn**

TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:

1 (646) 558-8656

Meeting ID: 815 6405 4671

Passcode: 812124

When participating by telephone please mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing *6 on your phone's keypad.

Rules Governing Public Comments

Guests attending meetings in person or virtually are invited to make public comment. Speakers must identify themselves by name and address. While the Board does not respond to public comment during the meeting, the Chair and Superintendent will work collaboratively to make sure your comments are thoughtfully considered. Disruptive conduct may result in termination of participation privileges or removal from meetings. Three minutes will be allotted to each speaker.

LeaderinMe® Framework

SEE Core Paradigms	Paradigm of Leadership Everyone can be a leader.	Paradigm of Potential Everyone has genius.	Paradigm of Change Change starts with me.	Paradigm of Motivation Empower students to lead their own learning.	Paradigm of Education Educators and families partner to develop the whole person.
DO Highly Effective Practices	Leadership Start With Adults Learning & Modeling <ul style="list-style-type: none">• Principal & Coordinator Development• New & Ongoing Staff Learning• Family & Community Partnerships Teach Students to Lead <ul style="list-style-type: none">• Direct Lessons• Integrated Approaches• Service Learning	Culture Create a Leadership Environment <ul style="list-style-type: none">• Physical Environment• Social-Emotional Environment• Leadership Events Share Leadership <ul style="list-style-type: none">• Lighthouse & Action Teams• Leadership Roles• Student Voice	Academics Achieve Goals <ul style="list-style-type: none">• Individual Goals• Team Goals• Aligned School Goals Empower Learners <ul style="list-style-type: none">• Leadership Portfolios• Student-Led Conferences• Empowering Instruction		
GET Measurable Results	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.		

Official *Leader in Me* 7 Habits® Reference

	KEY CONCEPTS			
Paradigms and Principles of Effectiveness	<ul style="list-style-type: none">Roots of effectivenessMaturity Continuum®How to change your habits	<ul style="list-style-type: none">Paradigms and principles of effectivenessWhat is effectiveness?Stages of maturity	<ul style="list-style-type: none">What are paradigms?See-Do-Get®Paradigm Shifts	
H1 Habit 1: Be Proactive® <i>You're in charge.</i>	PARADIGMS	PRINCIPLES	HIGHLY EFFECTIVE PRACTICES	KEY CONCEPTS
	<p>Common Paradigm This is just the way things are and there's not much I can do about it.</p> <p>Highly Effective Paradigm I am free to choose and am ultimately responsible for my happiness.</p>	<ul style="list-style-type: none">ResponsibilityChoiceAccountabilityInitiativeResourcefulness	<ul style="list-style-type: none">Pause and respond based on principles and desired results.Use proactive language.Focus on your Circle of Influence®.Become a Transition Person.	<ul style="list-style-type: none">Reactive vs. proactiveFreedom to chooseCarry your own weather
H2 Habit 2: Begin With the End in Mind® <i>Have a plan.</i>	PARADIGMS	PRINCIPLES	HIGHLY EFFECTIVE PRACTICES	KEY CONCEPTS
	<p>Common Paradigm I can't predict how my life will turn out, so I just go with the flow.</p> <p>Highly Effective Paradigm Clearly defining my vision and purpose in life will make all the difference.</p>	<ul style="list-style-type: none">VisionCommitmentPurpose	<ul style="list-style-type: none">Define outcomes before you act.Create and live by a personal mission statement.	<ul style="list-style-type: none">Mental creation precedes physical creationLong-term goalsClass and school mission statements
H3 Habit 3: Put First Things First® <i>Work first, then play.</i>	PARADIGMS	PRINCIPLES	HIGHLY EFFECTIVE PRACTICES	KEY CONCEPTS
	<p>Common Paradigm I spend time on what's most urgent.</p> <p>Highly Effective Paradigm I spend time on what's most important.</p>	<ul style="list-style-type: none">FocusIntegrityDisciplinePrioritization	<ul style="list-style-type: none">Focus on your highest priorities.Eliminate the unimportant.Plan every week.Stay true in the moment of choice.	<ul style="list-style-type: none">Big Rocks
Private Victory® to Public Victory®: The Emotional Bank Account (EBA)	HIGHLY EFFECTIVE PRACTICES	KEY CONCEPTS		
	Build your Emotional Bank Account with others.	<ul style="list-style-type: none">Show kindness, courtesy, and respect.Keep promises.	<ul style="list-style-type: none">Be loyal to the absent.Set clear expectations.	<ul style="list-style-type: none">Apologize.Forgive.

Private Victory®	KEY CONCEPTS			
	<ul style="list-style-type: none"> Independence Winning the Private Victory 			
Public Victory®	KEY CONCEPTS			
	<ul style="list-style-type: none"> Interdependence Winning the Public Victory 			
H4 Habit 4: Think Win-Win® <i>Everyone can win.</i>	PARADIGMS	PRINCIPLES	HIGHLY EFFECTIVE PRACTICES	KEY CONCEPTS
	Common Paradigm There is only so much, and the more you get, the less there is for me. Highly Effective Paradigm There is plenty out there for everyone and more to spare.	<ul style="list-style-type: none"> Mutual benefit Fairness Abundance 	<ul style="list-style-type: none"> Have an Abundance Mentality. Balance courage and consideration. Consider other people's wins as well as your own. Create Win-Win Agreements. 	<ul style="list-style-type: none"> Win-Lose Lose-Win Lose-Lose Win Win-WIn Win-Win or No Deal
H5 Habit 5: Seek First to Understand, Then to Be Understood® <i>Listen before you talk.</i>	Common Paradigm I need to make sure people understand my point of view. Highly Effective Paradigm I have greater influence with others if I truly understand them first.	<ul style="list-style-type: none"> Respect Mutual understanding Empathy Courage 	<ul style="list-style-type: none"> Practice Empathic Listening. Respectfully seek to be understood. 	<ul style="list-style-type: none"> Autobiographical responses Listening with the intent to understand When to listen empathically Ask clarifying questions Empathic communication in the digital world
H6 Habit 6: Synergize® <i>Together is better.</i>	Common Paradigm Let's compromise. Highly Effective Paradigm Let's come up with something that's better than what either of us has in mind.	<ul style="list-style-type: none"> Creativity Cooperation Diversity Humility 	<ul style="list-style-type: none"> Value differences. Seek 3rd Alternatives. 	<ul style="list-style-type: none"> Build on strengths The path to conflict Barriers to synergy Path to Synergy™
H7 Habit 7: Sharpen the Saw® <i>Balance feels best.</i>	Common Paradigm I'm too busy today to take time for myself. Highly Effective Paradigm I take time for myself every day because it gives me the ability to do everything else.	<ul style="list-style-type: none"> Renewal Continuous improvement Balance 	<ul style="list-style-type: none"> Achieve the Daily Private Victory. 	<ul style="list-style-type: none"> The four dimensions (body, mind, heart, spirit) Overcoming obstacles

4.9.25

Memo

To:
Textbooks for Board Approval

From:
Allison K. Moran,
Assistant Superintendent of
Schools

Re:
Student Learning Update

CC:
Christopher Tranberg, Ph.D.,
Superintendent of Schools

Blaize Levitan, Chief Operating
Officer

BPS Administration

Textbooks for Board Approval

In the fall of 2023 and 2024, several new courses were proposed, approved, and added to the Branford High School Program of Studies. As curriculum development began, a key priority was ensuring each course was grounded in rigorous, standards-aligned content. To support this process and promote student success, textbook committees were formed to review and evaluate high-quality instructional resources. Each committee carefully vetted potential textbooks to identify those that best aligned with the specific learning goals and programmatic vision of each new course.

Biology Honors: Textbook Approval

The textbook, Biology, by Miller and Levine (2019) is recommended for the Honors Biology course due to its rigorous and comprehensive approach. It provides in-depth coverage of advanced topics such as genetics, ecology, cellular processes, and evolution, making it suitable for students with strong backgrounds in life science and math. The textbook emphasizes problem-solving and critical thinking through phenomena-based lessons, problem-based learning projects, and STEM integration, aligning perfectly with the course's focus on developing these skills. Its robust inclusion of hands-on labs, virtual simulations, and case studies ensures students gain essential laboratory techniques and investigative abilities, foundational for success in AP/ECE Biology and AP Environmental Science. Additionally, the engaging, interactive features and real-world applications make complex concepts accessible while preparing college-bound students for advanced coursework.

Full Textbook Approval Form

 [New Textbook Approval Form | Biology Honors](#)

Branford Public Schools

Tel (203) 315-7816

Fax (475) 338-3899

185 Damascus Road

Branford, CT 06405

www.branfordschools.org

amoran@branfordschools.org



UConn ECE Medical Terminology: Textbook Proposal

The resource, *Medical Terminology, An Online Course*, is recommended for ECE Medical Terminology. The adoption of this platform ensures alignment with the course as it is taught on UConn's campus. This comprehensive text and corresponding videos blend adaptive learning technology, Open Education Research videos, hands-on and virtual labs, and customizable content to deliver an engaging, personalized learning experience. By focusing on medical language through the lens of body systems, common pathologies, and diagnostics, students gain the terminology and analytical skills essential for careers in health sciences. Additionally, the platform offers real-time analytics and tools for instructors to monitor progress and tailor instruction, ensuring both academic rigor and adaptability of learning.

Full Textbook Approval Form

 **Medical Terminology New Textbook Approval Form**

AP Environmental Science: Textbook Proposal

The resource, *Environmental Science for the AP Course, 4th Edition*, is recommended for the course, AP Environmental Science. Adopting this resource ensures alignment with the AP Environmental Science curriculum put forth by College Board, offering a structured approach with integrated and spiraled features to guide student learning. The textbook is designed to comprehensively prepare students for the AP exam. Additionally, Achieve's online courseware provides an engaging supplement, enhancing the learning experience. This resource supports both classroom and independent study effectively.

Full Textbook Approval Form


 **New Textbook Application AP Environmental Science**

UConn ECE Kinesiology: Textbook Proposal

The textbook, *Health Now: An Integrative Approach to Personal Health*, is essential for the high school ECE course as it aligns directly with the curriculum and academic standards of the University of Connecticut, which awards college credit for this course. This comprehensive resource provides a structured overview of the five pillars of health—exercise, nutrition, sleep, stress, and

relationships—and explores their interconnected roles in health promotion and disease prevention across the lifespan. Additionally, it delves into the broader impacts of exercise in leisure, culture, community, careers, and the workplace, ensuring students receive a holistic understanding of personal health. Using the same textbook as UConn guarantees consistency in academic rigor, facilitates the transition to college-level expectations, and supports students in achieving success in this dual-enrollment program.

Full Textbook Approval Form

 [ECE KINS: 1100 Exercise and Wellness for Everyone New Textbook Approval Form](#)

ECE Intermediate Spanish Composition: Textbook Proposal

The textbook, *Perspectivas*, is essential for the newly adopted ECE course, Intermediate Spanish Composition, as it aligns directly with the curriculum and academic standards of the University of Connecticut, which awards college credit for this course. This comprehensive resource provides a structured approach to developing advanced writing skills in Spanish, focusing on grammar, vocabulary, and stylistic techniques essential for effective composition. Additionally, it incorporates diverse cultural perspectives and authentic texts, allowing students to engage with the Spanish language in meaningful and contextually rich ways. By using the same textbook as UConn, this course ensures consistency in academic rigor, facilitates the transition to college-level expectations, and supports students in achieving success in this dual-enrollment program.

Full Textbook Approval Form

 [New Textbook Approval Form | ECE Spanish Composition](#)

AP Language and Composition: Textbook Proposal

The textbook, *The Language of Composition, 4th edition*, which is being piloted for use in this year's AP Language and Composition class, aligns tightly with the AP College Board standards for the course. The organization of the text by the units required in the course have provided a thoughtful and understandable framework on which to build my instruction. I have used many of the materials provided in the text to help supplement my instruction around the skills and knowledge aligned with

each unit. The breadth and depth of material provided will help me further enrich my instruction and deepen student understanding around the Big Ideas of the course. The price quoted on this form includes 30 copies for in-classroom use, an annotated teacher's edition, and access to the publisher's digital content for students.

Full Textbook Approval Form[☰ New Textbook Approval Form | AP Language Textbook](#)

Branford Board of Education Teaching and Learning Committee

April 9, 2025



Tonight @ Teaching and Learning

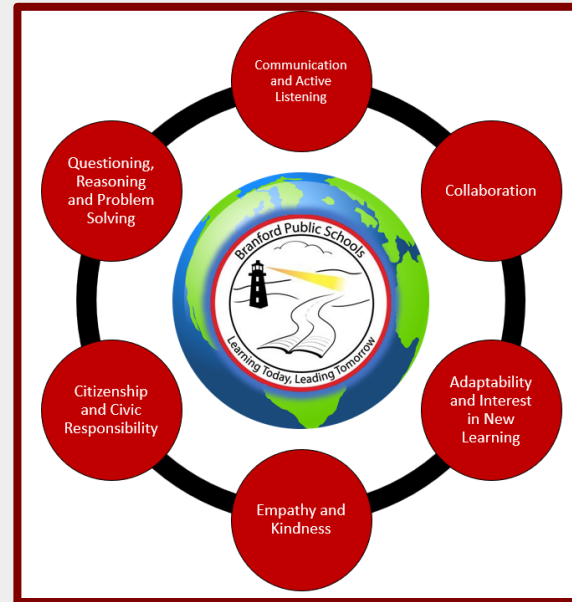


1. Leader in Me Presentation
2. Textbooks for Board Approval

Mission & Global Competencies

Mission

The Branford Public School's community is committed to developing lifelong learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.



Strategic Coherence Plan (SCP)

Goals

1. Ensure equal opportunity for growth and development for all Branford students.
2. **Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.**
3. Improve the process and tools used to communicate and engage critical stakeholders.



Definition of Deep Learning

Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.



Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.



The
Leader
in Me



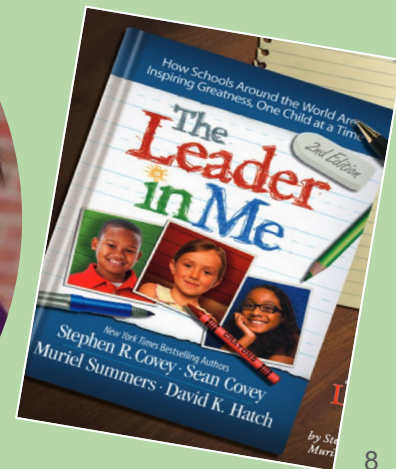


“Leadership
is communicating
people’s worth and
potential so clearly that
they are inspired to see
it in themselves.”

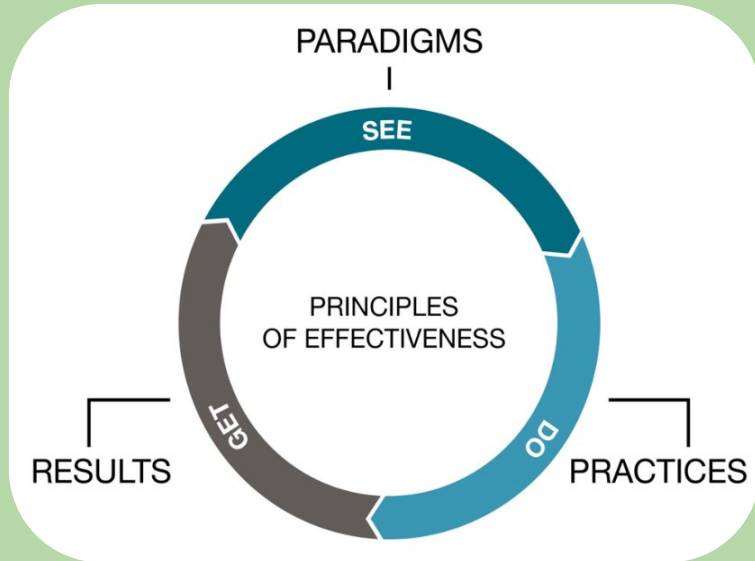
— DR. STEPHEN R. COVEY —

How It Started and Why

- Muriel Summers (Principal, A.B. Combs Elementary) 1999
- Inspired by Stephen Covey's 7 Habits
- FranklinCovey Partnership



LIM Framework



- **SEE:** Core Paradigms
- **DO:** Highly Effective Practices
- **GET:** Measurable Results



LEADERSHIP

1

Everyone can be a leader.

POTENTIAL

2

Everyone has genius.

CHANGE

3

Change starts with me.

MOTIVATION

4

Empower students to lead their own learning.

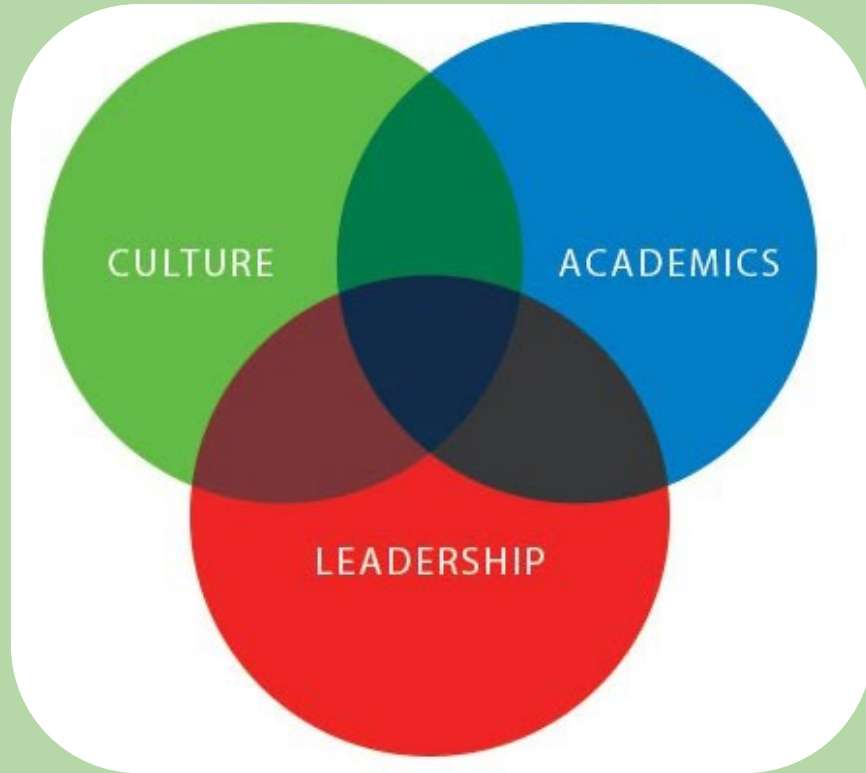
EDUCATION

5

Educators and families partner to develop the whole person.

SEE: 5 Core Paradigms

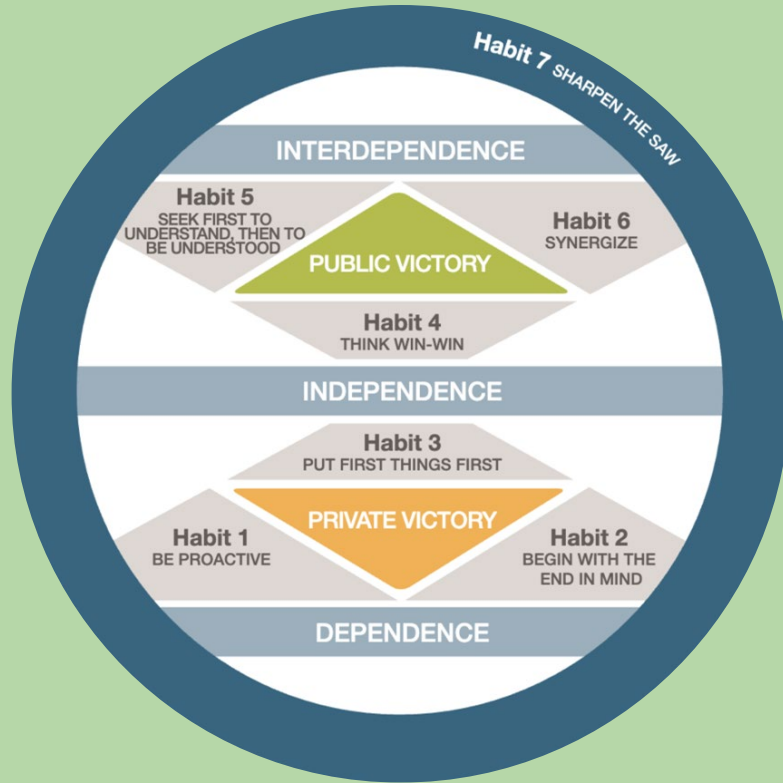




**Do: Highly
Effective
Practices**



The 7 Habits of Highly Effective People



The **Goal** is for students and teachers to be:

- **Independent: Private Victory (self-reliant)**
- **Interdependent: Public Victory (get along with others)**

Independence must come before interdependence.



The 7 Habits Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW®
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE®
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD®
Listen Before You Talk

Habit 4

THINK WIN-WIN®
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST®
Work First, Then Play

Habit 2

BEGIN WITH
THE END IN MIND®
Have a Plan

Habit 1

BE PROACTIVE®
You're in Charge

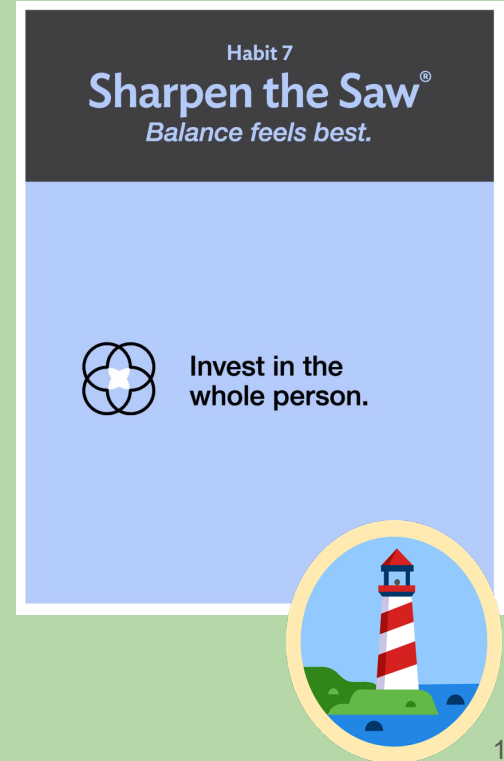
7 Habits Of Highly Effective People



Goals for 2024-2025

Build understanding and support among educators and staff:

- LIM Framework
- Core Paradigms
- Focus on “Sharpening the Saw” (Habit 7)
- Forming and participating in Beacon Teams



Goals for 2025-2026



- Introduce the 7 Habits to Students
- Empower Students to Lead
- Cultivate a Positive School Culture
- Measure Progress
- Celebrate Success



Lighthouse Committee

Coordinators: Laura Dell and Liz Young

Administrators: Dianne Dadio & Raeanne Reynolds

Committee Members:

Lisa Alberino

Alicia Hahn

Robin Axell

Theresa Madrid

Meg Basti

Kristin Manghnani

Claudia Cox

Gail Mattie-Boyle

Jamie Donohue

Michael Paoella

Maria Fazzino

Suzanne Reiss

Heather Grattan



Beacon Teams

Beacon Teams identify and coordinate systems that engage as many people as possible in accomplishing the work to be done.

- **Point People** (two Lighthouse Committee members) will lead each Beacon Team
- **Each Faculty Member** has chosen to participate on one of the 7 Beacon Teams
- **Our Lighthouse Team** will continue to discuss the goals of the committees to help us prepare to roll out the LIM for 2025-26



HABIT	<u>Habit 1: Be Proactive</u>	<u>Habit 2: Begin With The End In Mind</u>	<u>Habit 3: Put First Things First</u>	<u>Habit 4: Think Win-Win</u>	<u>Habit 5: Seek First To Understand, Then To Be Understood</u>	<u>Habit 6: Synergize</u>	<u>Habit 7: Sharpen The Saw</u>
LIM COMMITTEE MEMBERS:	Lisa Alberino + Maria Fazzino	Michael Paoella + Liz Young	Gail Mattie-Boyle + Robin Axtell	Suzanne Reiss + Laura Dell	Kristin Manghani + Claudia Cox	Heather Grattan + Theresa Madrid	Jaime Donahue + Meg Basti
BEACON TEAM:	Buddy System	WIS News	Student Newsletter + Celebrations	Beautification	Talent + Assemblies	Community Service + Spreading Cheer	Welcoming committee
VISION	Team members will plan for and implement a student buddy system. Every student in grades 5 and 6 will have a buddy in grades 7 or 8. Every student will be a buddy in grades 7 and 8.	Team members will plan for and assist groups of students as they present the news and announcements one or more times per week.	Team members will plan for and guide students as they create a quarterly student newsletter. The newsletter will focus on one of the habits along with news, current celebrations, and other information.	Team members will help incorporate Leader in Me into the school beautification process and eventually guide students in this process.	Team members will plan and participate in a monthly talent share and assembly for each grade level alongside guidance.	Team members will plan and participate in school community service and events with students.	Team members will guide students to act as greeters in the morning with adults at bus duty. Students will also be prepared to take parents on tours of LIM hallways at open house and conference time (student-led conferences), and welcome families at special events.



Leader in Me Lessons



- First 8 Days
- 35 Modules (Weeks)
- 140 Mini Lessons “Beacon Bytes”
- Grade Level Scope and Sequence:
 - 7 Habits Introduction -> Learning and Leadership -> Learning to Lead Self -> Whole Person Leadership
- Delivered after HR to ALL students

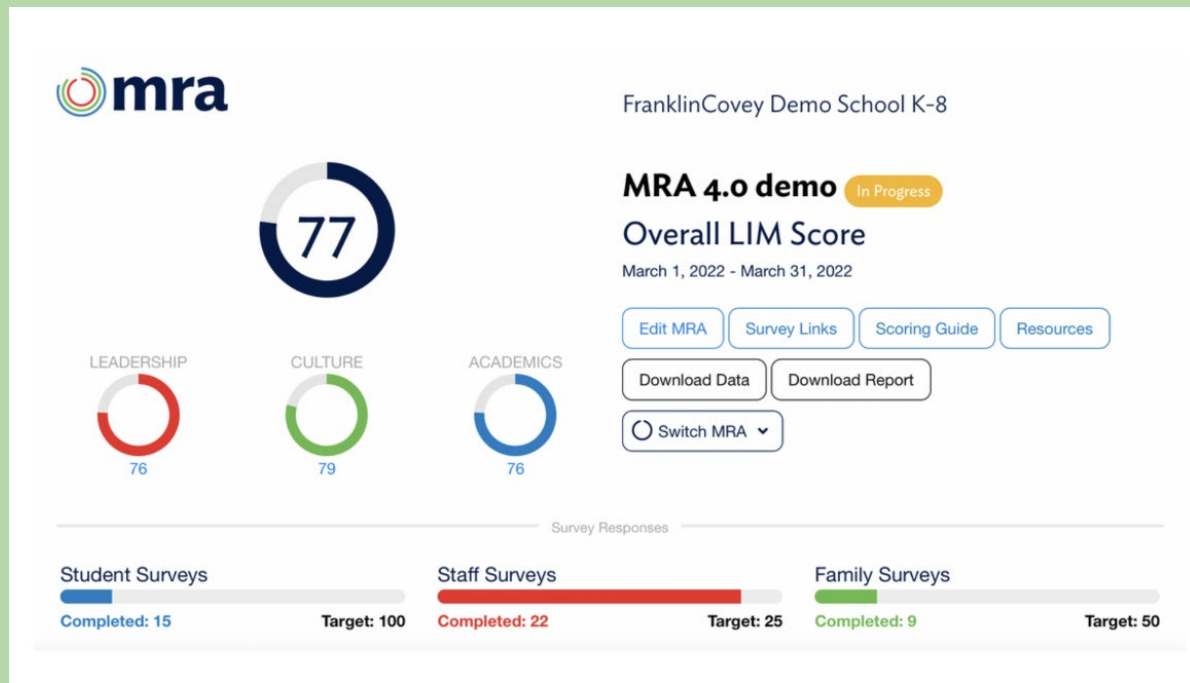


Student Lighthouse Committee

Key Roles and Responsibilities

- Creating a positive and inspiring environment
- Teaching mini lessons
- Leading initiatives - involvement in Beacon Teams
- Serving as role models
- Collaborating with teachers, administrators, and peers
- Promoting school spirit and culture
- Sharing progress and celebrating success

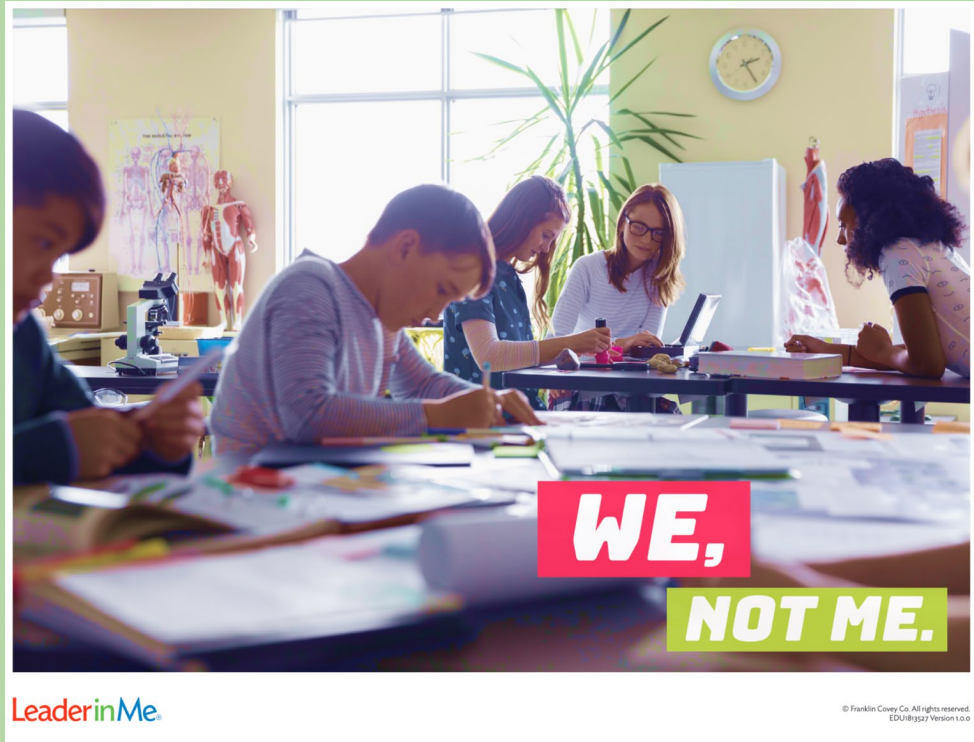




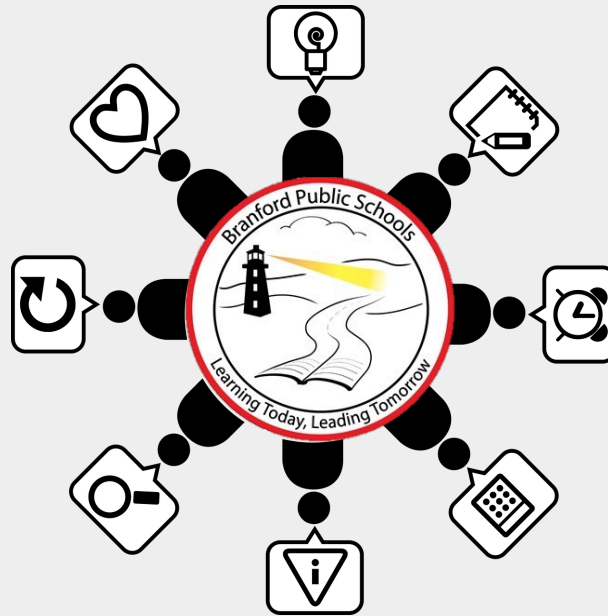
Get: Measurable Results



Leading a *Leader in Me* School



Discussion



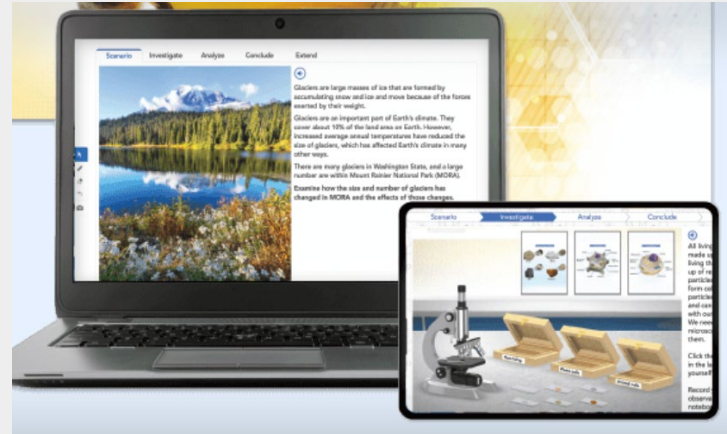


Textbooks for Approval

Biology Honors

Textbook Proposal: Rationale

- Rigorous coverage of advanced topics like genetics, ecology, and evolution
- Focuses on problem-solving and critical thinking through phenomena-based lessons and STEM projects aligns with course goals.
- Includes Hands-on labs, virtual simulations, and case studies to build essential skills for AP/ECE Biology and AP Environmental Science.
- Interactive features and real-world applications simplify complex concepts and prepare students for advanced coursework.



Biology Honors

Textbook Proposal: At-a-Glance

Title: *Biology*

Author: Miller and Levine

Publisher: Savaas

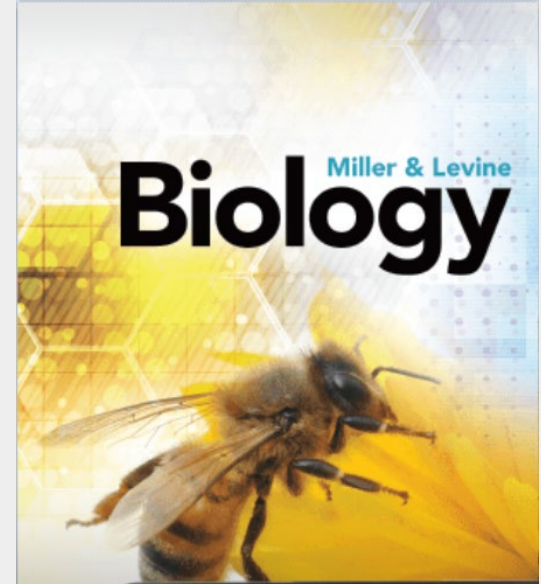
Copyright Date: 2019

Course/Grade Levels: Biology Honors;
Grade 9

Number of Books Requested: 80

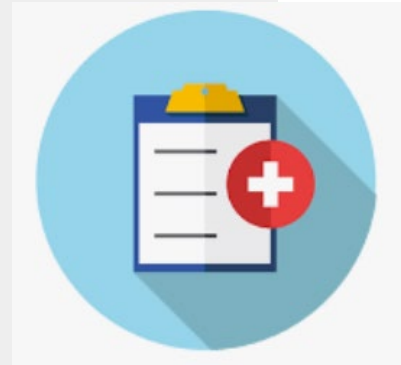
Cost per Book (+ online subscription): \$152.00

Total Cost: \$13,193.60



UConn ECE Medical Terminology Proposed Textbook: Rationale

- Aligns with UConn's course structure, and includes a comprehensive blend of adaptive learning, Open Education Research videos, and customizable content
- Focuses on medical language, body systems, common pathologies, and diagnostics to develop essential terminology and analytical skills for health sciences
- Provides hands-on and virtual labs to enhance student engagement and personalized learning
- Offers analytics and tools for instructors to monitor progress and tailor instruction for academic rigor and adaptability



UConn ECE Medical Terminology Textbook Proposal: At-a-Glance

Title: *Medical Terminology: An Online Course*

Author: Barbara Janson Cohen; Shirley A Jones, MEd,
MHA, EMT-P

Publisher: Jones & Bartlett Learning

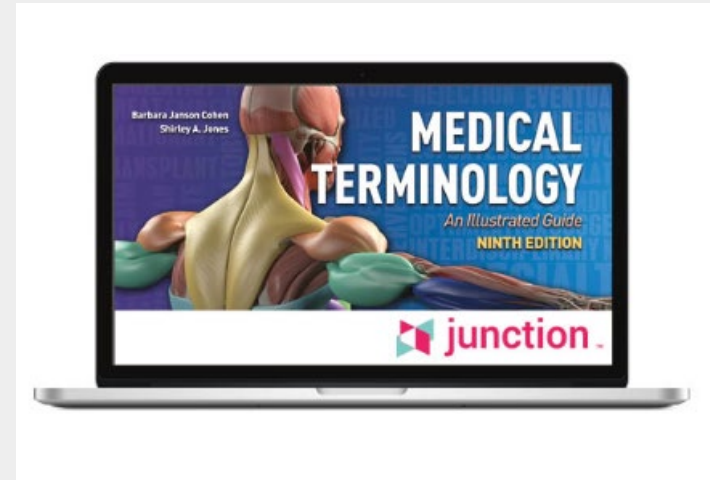
Copyright Date: 2021

Course/Grade Levels: UConn ECE Medical Terminology,
Grades 10-12

Number of Books Requested: 25 digital copies

Cost per Book (+ online subscription): \$86.95

Total Cost: \$2,173.25



AP Environmental Science Textbook Proposal: Rationale

- Alignment with AP Environmental Science curriculum as laid out by College Board
- Structured approach with integrated and spiraled features to guide student learning
- Comprehensive exam preparation for the AP exam
- Achieve's online courseware as an engaging supplement to enhance learning
- Supports both classroom and independent study effectively



AP Environmental Science Textbook Proposal: At-a-Glance

Title: *Environmental Science for the AP Course, 4th Edition*

Author: Andrew Friedland & Rick Relyea

Publisher: Bedford, Freeman and Worth

Copyright Date: 2023

Course/Grade Levels: AP Environmental Science;
Grades 11 & 12

Number of Books Requested: 50

Cost per Book (+ online subscription): \$192.98

Total Cost: \$10,529.93



Kinesiology: Exercise and Wellness For Everyone

Textbook Proposal: Rationale

- Aligns with the UConn curriculum and academic standards, which ensures students meet the requirements for earning college credit
- Provides a comprehensive overview of the five pillars of health: exercise, nutrition, sleep, stress, and relationships
- Explores the broader impacts of exercise on leisure, culture, community, careers, and the workplace, offering students a holistic understanding of personal health.
- Guarantees consistency in academic rigor with UConn's course, supporting a seamless transition to college-level expectations in this early college experience



Kinesiology: Exercise and Wellness For Everyone

Textbook Proposal: At-a-Glance

Title: *Health Now: an Integrative Approach to Personal Health*

Author: Linda B. White and Jennifer K. Frediani

Publisher: FlatWorld

Copyright Date: 2025

Course/Grade Levels: Kinesiology: Exercise and Wellness For Everyone, Gr. 11/12

Number of Books Requested: 25 print with digital access copies

Cost per Book (+ online subscription): \$60.95

Total Cost: \$1598.75



ECE Intermediate Spanish Composition

Textbook Proposal: Rationale

- Aligns with the curriculum and academic standards of the corresponding UConn course, ensuring consistency in academic rigor
- Develops advanced writing skills in Spanish, focusing on grammar, vocabulary, and stylistic techniques essential for effective composition
- Incorporates diverse cultural perspectives and authentic texts
- Ensures a similar experience to college-level work which facilitates a smooth transition through preparation to higher education.



ECE Intermediate Spanish Composition

Textbook Proposal: At-a-Glance

Title: *Perspectivas (First Edition)*

Author: José A. Blanco, Dawn Heston

Publisher: Vista Higher Learning

Copyright Date: 2022

Course/Grade Levels: UConn ECE Intermediate Spanish Composition

Number of Books Requested: 25

Cost per Book (+ online subscription): \$ 204.95

Total Cost: \$5,289.01



AP Language and Composition Textbook Proposal: Rationale

- Closely aligned with the AP College Board standards for the course.
- Organized by the required course units, providing a thoughtful and understandable framework for instruction.
- Materials from the resource supplement instruction on skills and knowledge aligned with each unit.
- The breadth and depth of material help enrich instruction and deepen student understanding of the Big Ideas of the course.



AP Language and Composition

Textbook Proposal: At-a-Glance

Title: *The Language of Composition: The Language of Composition, 4th Edition*

Author: Shea et al.

Publisher: BFW Publishers

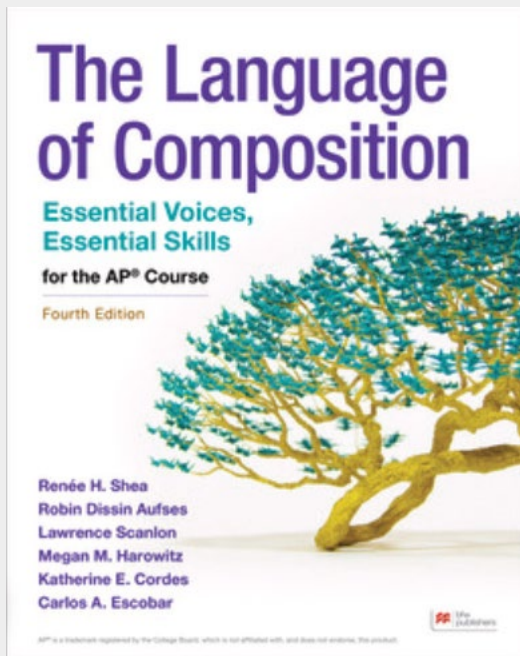
Copyright Date: 2023

Course/Grade Levels: AP English Language and Composition; Grades 11 and 12

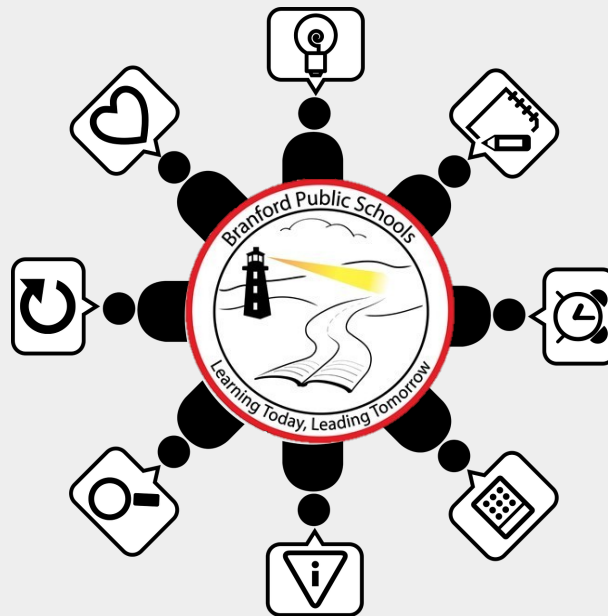
Number of Books Requested: 30

Cost per Book (+ online subscription): \$153.98

Total Cost: \$4,850.37



Discussion





BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: AP Environmental Science **DATE:** October 9, 2024

TITLE: Environmental Science for the AP Course, 4th Edition

AUTHOR: Andrew Friedland & Rick Relyea

PUBLISHER: Bedford, Freeman and Worth

COPYRIGHT DATE: 2023

COURSE (GRADE LEVELS): 11 + 12

RATIONALE: Adopting Environmental Science for the AP Course, 4th Edition ensures alignment with the AP® Environmental Science curriculum put forth by College Board, offering a structured approach with integrated and spiraled features to guide student learning. The textbook is designed to comprehensively prepare students for the AP exam. Additionally, Achieve's online courseware provides an engaging supplement, enhancing the learning experience. This resource supports both classroom and independent study effectively.

Recommendation of selection committee (names):

- Matt Park, Suzanne Sullivan, Kathleen Wagner

Major reasons for choice (include technology and other resources available with this recommendation):

The AP Environmental Science course was seeking a textbook that has been published within the timeframe set out by College Board as well as one that aligns with the standards set in the AP Environmental Science Course & Exam Description. Additionally we sought a book that includes sets of exam questions that closely align in content and format to the AP Exam given in the spring. This book meets all of these targets.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

Environmental Science for the AP Course, 4th Edition is designed to align closely with the AP Environmental Science Course and Exam Description (CED). The textbook's structure and content mirror the units and topics

outlined in the CED, ensuring comprehensive coverage of the required material. Additionally, it incorporates features such as integrated and spiraled learning strategies to reinforce key concepts, aiding in student comprehension and retention. The accompanying Achieve online courseware offers further alignment by providing practice questions and assessments that reflect the format and content of the AP Exam, facilitating effective exam preparation. This comprehensive approach ensures that both instructors and students have the necessary resources to meet the expectations set by the AP Environmental Science curriculum.

[College Board: AP Environmental Science Course & Exam Description \(The Standards\)](#)

[Environmental Science for the AP Course, 4th Edition \(Table of Contents\)](#)

Professional Development (WHAT IS NEEDED FOR TEACHERS):

- No professional development needed. Meeting with the publisher to discuss classroom and assessment resources would be helpful.

Other textbooks considered under this review:

[Environmental Science 16th Edition by G. Tyler Miller \(Author\), Scott Spoolman \(Author\)](#)

[Exploring Environmental Science for AP® Updated - National Geographic Learning](#)

[Environmental Science G. Tyler Miller, Scott Spoolman, Danielle M. Andrews-Brown 17th Edition | Copyright 2025](#)

[Living in the Environment G. Tyler Miller, Scott Spoolman 20th Edition | Copyright 2021](#)

NUMBER OF BOOKS REQUESTED: 50 hard copies; 50 digital copies with 6 year subscription

COST PER BOOK (+online subscription): \$192.98 **TOTAL COST:** \$10,529.93

Quote from Vendor: [PQ-CT-Branford HS-AP Environmental Science, 4e x 50 and Achieve for AP Environ Sci, 4e \(Six-Use Online, Add-On\) x 50_V1.pdf](#)

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):

Additional teacher edition (included in total cost listed above)



BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: BHS UConn ECE Kinesiology: Exercise and Wellness For Everyone

DATE: 11/12/24

TITLE: *Health Now an Integrative Approach to Personal Health*

AUTHOR: Linda B. White and Jennifer K. Frediani

PUBLISHER: FlatWorld, Boston, MA (Boston Academic Publishing, Inc.)

COPYRIGHT DATE: 2025

COURSE (GRADE LEVELS): 11-12

RATIONALE: The textbook, *Health Now: An Integrative Approach to Personal Health*, is essential for the high school ECE course as it aligns directly with the curriculum and academic standards of the University of Connecticut, which awards college credit for this course. This comprehensive resource provides a structured overview of the five pillars of health—exercise, nutrition, sleep, stress, and relationships—and explores their interconnected roles in health promotion and disease prevention across the lifespan. Additionally, it delves into the broader impacts of exercise in leisure, culture, community, careers, and the workplace, ensuring students receive a holistic understanding of personal health. Using the same textbook as UConn guarantees consistency in academic rigor, facilitates the transition to college-level expectations, and supports students in achieving success in this dual-enrollment program.

Recommendation of selection committee (names):

- Kathleen Wagner, Jennifer Stackpole, Brian Zaklukiewicz

Major reasons for choice (include technology and other resources available with this recommendation):

- *Health Now: An Integrative Approach to Personal Health* is the UConn-approved textbook for this course, ensuring alignment with college-level standards and expectations.
- Updated with the USDA Dietary Guidelines (2020–2025) and COVID-19 insights, it offers students relevant and timely health information.
- Its integrative approach emphasizes prevention over treatment, addressing all aspects of health—physical, mental, and social—through evidence-based strategies.

- Engaging features like historical milestones, videos, self-assessments, and customizable content enhance learning and support healthy lifestyle development.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

The textbook aligns strongly with the Healthy and Balanced Curriculum Framework by addressing comprehensive health education topics that support student well-being and development across multiple dimensions.

- **Comprehensive Health Coverage:** The textbook addresses essential topics like nutrition, physical fitness, mental health, stress, sleep, and personal safety, equipping students with the knowledge and skills to make informed, healthy lifestyle choices.
- **Holistic and Preventative Focus:** With an emphasis on integrative and preventative care, it explores conventional, complementary, and holistic medicine, as well as strategies for preventing diseases like diabetes, cardiovascular conditions, and cancer.
- **Social and Environmental Health:** Topics on social and gender health, sexual and reproductive health, and environmental health foster awareness of relationships, community well-being, and the interconnectedness of health and the environment.
- **Practical Application and Relevance:** The textbook provides tools like self-assessments, evidence-based recommendations, and updated content (e.g., COVID-19 and USDA guidelines), ensuring students can apply their learning to real-world scenarios.

Professional Development (WHAT IS NEEDED FOR TEACHERS): No additional PD beyond UCONN ECE certification other than meeting with the publisher to discuss digital classroom and assessment resources.

Other textbooks considered under this review: It was the determination of the committee to propose the adoption of the UConn recommended textbook as next year will be the first year of the course and it would ensure alignment with their standards and expectations.

NUMBER OF BOOKS REQUESTED: 25 print with digital access copies

COST PER BOOK (+online subscription): 60.95

TOTAL COST: 1598.75

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES): None



BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: Branford High School-Honors Biology **DATE:** 10/22/24

TITLE: Biology

AUTHOR: Miller and Levine

PUBLISHER: Savaas

COPYRIGHT DATE: 2019

COURSE (GRADE LEVELS): 9th grade

RATIONALE: The textbook, *Biology*, by Miller and Levine (2019) is recommended for the Honors Biology course due to its rigorous and comprehensive approach. It provides in-depth coverage of advanced topics such as genetics, ecology, cellular processes, and evolution, making it suitable for students with strong backgrounds in life science and math. The textbook emphasizes problem-solving and critical thinking through phenomena-based lessons, problem-based learning projects, and STEM integration, aligning perfectly with the course's focus on developing these skills. Its robust inclusion of hands-on labs, virtual simulations, and case studies ensures students gain essential laboratory techniques and investigative abilities, foundational for success in AP/ECE Biology and AP Environmental Science. Additionally, the engaging, interactive features and real-world applications make complex concepts accessible while preparing college-bound students for advanced coursework.

Recommendation of selection committee (names):

- Jocelyn Vennero-Wheaton, Suzanne Sullivan, Katie Wagner

Major reasons for choice (include technology and other resources available with this recommendation):

In comparing the text, this book is more age appropriate. The font is slightly larger, text features embedded that support non-fiction reading and illustrations are clear and provide the detail necessary for a 9th grade honors biology course. This book aligns with both the NGSS standards, while also providing pre-AP Biology preparation in content and skills. Additionally, this book includes supplemental support materials for teachers and students.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

The textbook is aligned with NGSS standards:

1. Phenomena-Based Learning: Lessons are driven by real-world phenomena, encouraging students to explore, analyze, and make sense of biological concepts in line with NGSS's emphasis on engaging learners with observable events.
2. Three-Dimensional Learning: The textbook integrates the three NGSS dimensions—disciplinary core ideas, science and engineering practices, and crosscutting concepts—within its lessons, labs, and assessments.
3. Problem-Based Learning: Students participate in STEM projects, case studies, and problem-solving tasks that mirror NGSS's focus on inquiry and critical thinking.
4. Hands-On and Virtual Labs: A variety of guided and open-ended inquiry labs support NGSS-aligned practices like modeling, data analysis, and scientific argumentation.
5. Focus on Evidence-Based Reasoning: Students gather data, evaluate evidence, and apply scientific reasoning to solve problems, reflecting NGSS's emphasis on constructing explanations and engaging in argumentation.
6. Differentiated Instruction: The program provides resources to accommodate diverse learners, ensuring accessibility and alignment with NGSS's goal of equitable science education.
7. STEM Integration: The text incorporates engineering practices and interdisciplinary projects, consistent with NGSS's call for integrating science with technology, engineering, and mathematics.

These features collectively ensure the textbook meets the rigor and objectives outlined by the NGSS.

[AP Biology Course Expectations and Description](#)

Professional Development (WHAT IS NEEDED FOR TEACHERS):

- No professional development needed. Meeting with the publisher to discuss classroom and assessment resources would be helpful.

Other textbooks considered under this review:

[Miller and Levine: Biology Textbook Brochure](#)

[Campbell Biology Concepts and Connections](#) 10th Edition, 2021

NUMBER OF BOOKS REQUESTED: 80

COST PER BOOK (+online subscription): \$152.00

TOTAL COST: \$13, 193.60

[Quote from Vendor](#)

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):

Additional teacher edition (included in total cost listed above)



BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: BHS/Spanish **DATE:** 11/18/24

TITLE: Perspectivas 1e Student Edition(Hardcover) + Supersite Plus(v) + WebSAM

AUTHOR: José A. Blanco, Dawn Heston

PUBLISHER: Vista Higher Learning

COPYRIGHT DATE: 2022

COURSE (GRADE LEVELS): UConn ECE Intermediate Spanish Composition

RATIONALE: The textbook, *Perspectivas*, is essential for the newly adopted ECE course, Intermediate Spanish Composition, as it aligns directly with the curriculum and academic standards of the University of Connecticut, which awards college credit for this course. This comprehensive resource provides a structured approach to developing advanced writing skills in Spanish, focusing on grammar, vocabulary, and stylistic techniques essential for effective composition. Additionally, it incorporates diverse cultural perspectives and authentic texts, allowing students to engage with the Spanish language in meaningful and contextually rich ways. By using the same textbook as UConn, this course ensures consistency in academic rigor, facilitates the transition to college-level expectations, and supports students in achieving success in this dual-enrollment program.

Recommendation of selection committee (names):

- Andres Wullaert, Kristin Mancini, and Katie Wagner

Major reasons for choice (include technology and other resources available with this recommendation):

- This textbook is the UConn-approved textbook for this course, ensuring alignment with college-level standards and expectations.
- Designed to enhance students' writing proficiency in Spanish, it provides structured guidance on grammar, vocabulary, and composition strategies.
- The textbook incorporates authentic texts and diverse cultural perspectives, fostering a deeper understanding of the Spanish-speaking world.

- Its comprehensive approach encourages critical thinking and creativity in written expression while reinforcing academic writing conventions.
- Engaging features such as writing prompts, peer review activities, and real-world applications help students refine their skills and build confidence.
- By using Perspectivas, students gain a strong foundation for advanced Spanish coursework and a smoother transition to university-level language studies.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

The textbook Perspectivas 1e aligns closely with the Connecticut K-12 World Language Standards, particularly in the following goal areas:

- **Communication:** The textbook incorporates authentic materials such as literary readings and real-world audio, enhancing students' abilities to comprehend and interpret written and spoken Spanish. Structured writing activities focus on grammar, vocabulary, and composition strategies, enabling students to present information and ideas effectively in written Spanish.
- **Cultures:** By embedding cultural products and practices into instruction, Perspectivas 1e fosters an understanding of the relationship between cultural practices and perspectives, deepening students' intercultural competence.
- **Connections:** The textbook's thematic organization around cultural topics encourages students to connect their language learning with other academic subjects and real-world issues, promoting interdisciplinary learning.
- **Comparisons:** Activities that involve analyzing diverse cultural perspectives help students develop insights into the nature of language and culture, encouraging comparisons between Spanish-speaking cultures and their own.
- **Communities:** By engaging with authentic content and real-world contexts, students are encouraged to participate in multilingual communities, both locally and globally, using their Spanish language skills beyond the classroom setting.

Incorporating Perspectivas 1e into the curriculum supports the development of linguistic proficiency and intercultural competence, as outlined in the Connecticut World Language Standards.

Professional Development (WHAT IS NEEDED FOR TEACHERS): N/A

Other textbooks considered under this review: It was the determination of the committee to propose the adoption of the UConn recommended textbook as next year will be the first year of the course and it would ensure alignment with their standards and expectations.

NUMBER OF BOOKS REQUESTED: 25

[Quote Perspectivas](#)

COST PER BOOK (+online subscription): \$ 204.95

TOTAL COST: \$5,289.01

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):



BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: BHS/English

DATE:

TITLE: The Language of Composition 4th edition: [The Language of Composition, 4th Edition | BFW Publishers](#)

AUTHOR: Shea et al.

PUBLISHER: BFW Publishers

COPYRIGHT DATE: 2023

COURSE (GRADE LEVELS): 11-12 AP English Language and Composition

RATIONALE: The textbook, which is being piloted for use in this year's AP Language and Composition class, aligns tightly with the AP College Board standards for the course. The organization of the text by the units required in the course have provided a thoughtful and understandable framework on which to build my instruction. I have used many of the materials provided in the text to help supplement my instruction around the skills and knowledge aligned with each unit. The breadth and depth of material provided will help me further enrich my instruction and deepen student understanding around the Big Ideas of the course. The price quoted on this form includes 30 copies for in-classroom use, an annotated teacher's edition, and access to the publisher's digital content for students.

Recommendation of selection committee (names):

- Bing Miller, Colleen Lepre, and Katie Wagner

Major reasons for choice (include technology and other resources available with this recommendation): Aside from being rich with resources and relevant materials, the textbook is laid out in an understandable way. Along with the purchase of the books comes access to digital content, which includes AP aligned assessments, editable rubrics, test bank, and other instructional activities.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)? The textbook is designed specifically for the teaching of the AP Language and Composition course. The chapters correspond to the nine units of the AP course as well as supplemental readings and resources for extension activities in all units.

Professional Development (WHAT IS NEEDED FOR TEACHERS): As a first year teacher of the course, I think it would be valuable to attend another College Board AP Workshop in the summer. I attended one for first year teachers last year, which was where I was first introduced to Language in Composition and other texts. Attending another week-long workshop this summer would enhance my knowledge of the course content as well as how best to integrate the materials from this textbook into the classroom.

Other textbooks considered under this review: Ideas in Argument

NUMBER OF BOOKS REQUESTED: 30

COST PER BOOK (+online subscription): \$153.98 **TOTAL COST:** \$4,850.37

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):



BRANFORD PUBLIC SCHOOLS

NEW TEXTBOOK APPROVAL FORM

SCHOOL/SUBJECT: BHS/ECE Allied Health

DATE: 10/31/2024

TITLE: Medical Terminology, An Online Course

AUTHOR: Barbara Janson Cohen; Shirley A Jones, MEd, MHA, EMT-P

PUBLISHER: Jones & Bartlett Learning

COPYRIGHT DATE: 2021

COURSE (GRADE LEVELS): 10-12

RATIONALE: The adoption of this platform ensures alignment with the course as it is taught on UConn's campus. This comprehensive text and corresponding videos blend adaptive learning technology, Open Education Research videos, hands-on and virtual labs, and customizable content to deliver an engaging, personalized learning experience. By focusing on medical language through the lens of body systems, common pathologies, and diagnostics, students gain the terminology and analytical skills essential for careers in health sciences. Additionally, the platform offers real-time analytics and tools for instructors to monitor progress and tailor instruction, ensuring both academic rigor and adaptability of learning.

Recommendation of selection committee (names):

- Katie Wagner, Suzanne Sullivan, Vicki Climie, & Sarah Vitelli

Major reasons for choice (include technology and other resources available with this recommendation):

This resource is the one used for students taking the medical terminology course at UConn. It provides adaptive learning tools for a personalized experience, includes interactive hands-on and virtual labs, and offers real-time analytics for instructors to track and guide student progress. These features ensure an engaging, effective learning environment tailored to both students and instructors.

How does it correlate with state frameworks? How did you determine correlation? What process and Indicators (rubric) did you use (PLEASE ATTACH RUBRIC)?

This textbook is directly aligned with the course standards and curriculum outlined by UConn's Medical Terminology course, ensuring consistency in content, rigor, and learning objectives. By utilizing the same materials as the college-level course, it provides students with a seamless transition to higher education expectations while fulfilling the requirements of UConn's Early College Experience (ECE) program.

Professional Development (WHAT IS NEEDED FOR TEACHERS):

No professional development needed other than meeting with the publisher to discuss digital classroom and assessment resources.

Other textbooks considered under this review:

NUMBER OF BOOKS REQUESTED: 25 digital copies

COST PER BOOK (+online subscription): \$86.95 **TOTAL COST:** \$2,173.25

SUPPLEMENTAL SUPPLIES NEEDED (INCLUDE TECHNOLOGY – ONLINE BOOKS AND RESOURCES):

None