



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Curriculum Committee Meeting
Wednesday, October 11, 2023; 3:30 p.m.
Central Office Conference Room

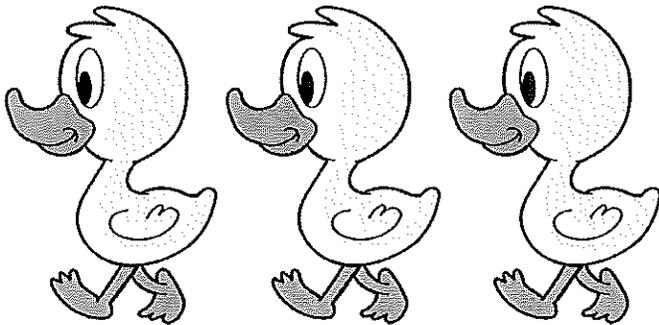
- I. Call to order
- II. Curriculum Review (Action Anticipated)
 - A. K-5 Math Curriculum
- III. Textbook Adoption Proposal (Action Anticipated)
 - A. Forensic Science, Fundamentals & Investigations, 3rd Edition
- IV. Five-Year Curriculum Writing Plan
- V. Adjourn

GRADE K MATH CURRICULUM

Unit 1 Lesson 9: Create Picture Books

WU Act It Out: The Story Changes (Warm up)

Student Task Statement



3 little ducks went out one day,
over the hill and far away.
Mother duck said, "Quack, quack, quack."
Then 3 little ducks came back.

3 little ducks went out one day,
over the hill and far away.
Mother duck said, "Quack, quack, quack."
Then 2 little ducks came back.



Grade Level(s): Kindergarten

Curriculum Author(s): Taryn Fernandez
(Curriculum content aligns with the CT State Model Math Curriculum
and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in kindergarten include: representing and comparing whole numbers, initially with sets of objects; understanding and applying addition and subtraction; and describing shapes and space. More time in kindergarten is devoted to numbers than to other topics.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Math in Our World</u>	How many are there?	Counting is a way to tell how many objects there are.	TCC1(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); T11(PK-2)
<u>Numbers 1-10</u>	Why do we count?	Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted.	TCC3(PK-2); TCC4(PK-2); CCE2(PK-2); T11(PK-2); T12(PK-2)
<u>Flat Shapes All Around Us</u>	How can we efficiently describe objects in our environment?	We can describe objects in our environment using geometric terms.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Understanding Addition and Subtraction</u>	How can we represent number combinations?	The quantity of numbers can be combined in different groups of numbers.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)
<u>Composing and Decomposing Numbers to 10</u>	How can knowing how to put together or take apart numbers help form other numbers?	Numbers are composed of other numbers and numbers can be decomposed into other numbers.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)
<u>Numbers 0-20</u>	How are teen numbers composed and decomposed?	Teen numbers are composed of a group of ten and some more.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Solid Shapes All Around Us</u>	What language can we use to describe 3-dimensional shapes?	With 3-dimensional shapes we can talk about capacity and weight.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Putting it All Together</u>	How can we compare two groups of objects?	We can compare how many objects are in two different groups to tell which group is larger and which is smaller	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)



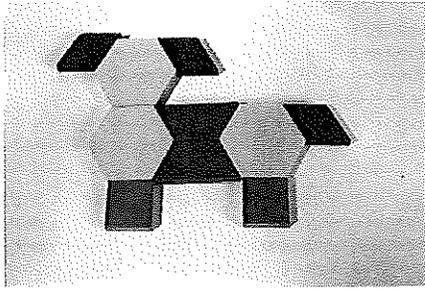
1st GRADE MATH CURRICULUM

Unit 7 Lesson 7: Put Together Flat Shapes

WU Notice and Wonder: Dogs (Warm up)

Student Task Statement

What do you notice?
What do you wonder?



Grade Level(s): 1st Grade

Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in grade 1 include: developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole-number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes.

Year At A Glance

Unit Title	Overarching Essential Question(s)	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Adding, Subtracting, and Working With Data</u>	What does the data tell us?	We can interpret data to ask and answer questions	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Addition and Subtraction Story Problems</u>	How can we solve story problems?	We can solve story problems by representing them with drawings, objects, words, and equations	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Adding and Subtracting Within 20</u>	What is the relationship of addition and subtraction?	Addition and subtraction are related/inverse operations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Numbers to 99</u>	What does each number in a two-digit number represent?	The two digits of a two-digit number represent amounts of tens and ones.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Adding Within 100</u>	How does understanding properties of operations help me with strategies when I calculate?	Commutative and Associative Properties demonstrate decomposing and representing numbers within equations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Length Measurements Within 120 Units</u>	How do we compare the lengths of objects?	We can compare lengths of objects using other objects such as counting cubes	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Geometry and Time</u>	How are shapes used in the real world? What is the result of dividing a shape into equal shares? How is time measured?	Shapes are all around our world and can be put together or taken apart to form other shapes. Decomposing into more equal shares creates smaller shares. Time is measured in hours and minutes and can be shown on different kinds of clocks.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Putting it All Together</u>	How can I show what I've learned?	Learning is best demonstrated by the ability to apply what we have learned to new situations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); T11(PK-2); T12(PK-2); T14(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)



2nd GRADE MATH CURRICULUM

<p style="text-align: center;"><i>How do Jada's equations match Lin's diagram? Finish Jada's work to find $582 - 145$.</i></p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="text-align: center;"> <p><i>Lin's diagram</i></p> </div> <div style="text-align: center;"> <p><i>Jada's equations</i></p> $\begin{array}{r} 500 - 100 = \\ 70 \\ \cancel{80} - 40 = \\ \cancel{12} - 5 = \\ - \end{array}$ </div> </div>	
<p>Grade Level(s): 2nd Grade</p>	<p>Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo <i>(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)</i></p>
<p>Course Description: The big ideas in grade 2 include: extending understanding of the base-ten number system, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.</p>	

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Adding, Subtracting, and Working with Data</u>	How can we collect, organize, and represent categorical data?	Data can be organized, represented and analyzed by using a line plot, picture graph or bar graph.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); T11(PK-2); T12(PK-2); T13(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Adding and Subtracting within 100</u>	How do visual representations depict addition and subtraction?	Addition and subtraction can be represented on various models such as number lines, picture graphs, and bar graphs.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); T11(PK-2); T12(PK-2); T13(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Measuring Length</u>	How do we measure length?	Length is found by counting intervals rather than counting the marks on a number line	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); T11(PK-2); T12(PK-2); T13(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Addition and Subtraction on the Number Line</u>	How do visual representations depict addition and subtraction?	A number line diagram can be used to represent whole-numbers sums and differences.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); T11(PK-2); T12(PK-2); T13(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Numbers to 1,000</u>	How does the position of a digit in a number affect its value?	<ul style="list-style-type: none"> • Place value is based on groups of tens • Each hundred is composed of 100 ones or 10 tens 	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); T11(PK-2); T12(PK-2); T13(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)



3rd GRADE MATH CURRICULUM

A farmer picked some apples. Some of the apples are packed into boxes and some are not.

From the list, choose 4 numbers that would make sense together in this situation. Write your choices in the table. Be ready to explain how your numbers make sense together.

400	300	240	12
350	290	230	10
340	280	170	5

total number of apples	number of apples not in boxes	number of boxes	number of apples in each box



Grade Level(s): 3rd Grade

Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in grade 3 include: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

Year At A Glance

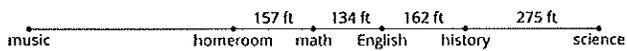
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Introducing Multiplication</u>	How will modeling with equal groups help us in understanding multiplication situations?	Real world situations involving equal groups and area can be represented with multiplication equations and models.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Area and Multiplication</u>	How does the area of a rectangle relate to multiplication?	The area of a rectangle can be found by multiplying the lengths of two adjacent sides of the rectangle.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Wrapping Up Addition and Subtraction within 1000</u>	How can I represent numbers in different ways?	We can use algorithms, a set of steps that works every time as long as the steps are carried out correctly, to solve problems and represent numbers in different ways	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Relating Multiplication to Division</u>	How can we use multiplication to solve division problems?	Multiplication and division are related operations and there is an inverse relationship between them.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fractions as Numbers</u>	What do fractions represent?	Fractions represent quantities where a whole is divided into equal-sized parts using models, manipulatives, words, and/or number lines.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Measuring Length, Time, Liquid, Volume, and Weight</u>	How do we use data represented in bar graphs and picture graphs to make sense of the world around us?	Information can be represented in bar graph and picture graph form to help us solve math problems.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Two-Dimensional Shapes and Perimeter</u>	How are area and perimeter similar and different?	Perimeter and area are both related to the measures of the sides of the	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5);



4th GRADE MATH CURRICULUM

Mai's cousin is in middle school. She travels from her homeroom to math, then English, history, and science. When she finishes her science class, she takes the same path back to her homeroom.

Mai's cousin makes the same trip 5 times each week. The distances between the classes are shown.



- What mathematical questions can you ask about this situation?



Grade Level(s): 4th Grade

Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

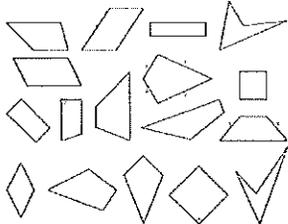
Course Description: The big ideas in grade 4 include: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Factors and Multiples</u>	What patterns do I notice when I am multiplying whole numbers that can help me multiply more efficiently?	A number can be multiplicatively decomposed into factor pairs and expressed as a product of these factor pairs.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fraction Equivalence and Comparison</u>	How are fractions compared and represented?	Fractions with different denominators can be compared by using visual fraction models, benchmark fractions, finding common denominators, and finding common numerators.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Extending Operations to Fractions</u>	How can I represent decomposing a fraction?	Fractions and Mixed Numbers are composed of unit fractions and non-unit fractions and can be decomposed as a sum of unit and/or non-unit fractions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>From Hundredths to Hundred-Thousands</u>	How are fractions and decimals related?	Fractions can be expressed as decimals and compared as decimal fractions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplicative Comparison and Measurement</u>	How does understanding the multiplicative relationships between measurements help us in our daily lives?	Whether measuring liquids, weights, distance, or time, understanding multiplicative relationships helps us to better visualize, estimate, comprehend, and respond to the questions how much, how many, how long, or how far.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplying and Dividing Multi-digit Numbers</u>	How can I strategically determine which strategy to use while solving	Flexible methods of computation involve grouping numbers in strategic ways, and the context of a problem	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5);



5th GRADE MATH CURRICULUM

<p>1. Play a round of Guess Which One.</p> <p>Partner A: Select one of the quadrilaterals. Do not reveal your choice to your partner.</p> <p>Partner B: Ask "yes" or "no" questions to guess which shape your partner picked. After each question, cross out or remove quadrilaterals based on your partner's answers.</p> <p>Use the space to record your questions for this round.</p> 	
<p>Grade Level(s): 5th Grade</p>	<p>Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo <i>(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)</i></p>
<p>Course Description: The big ideas in grade 5 include: developing fluency with addition and subtraction of fractions, developing understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions), extending division to two-digit divisors, developing understanding of operations with decimals to hundredths, developing fluency with whole number and decimal operations, and developing understanding of volume.</p>	

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Finding Volume</u>	How does the area of rectangles relate to the volume of rectangular prisms?	Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fractions as Quotients and Fraction Multiplication</u>	What is the meaning of the fraction bar?	Fractions can be interpreted as division	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplying and Dividing Fractions</u>	Does a number get bigger or smaller when we multiply it by a fraction? Does dividing a fraction by a whole number result in a smaller number or a larger number? What about the other way around?	Multiplying a given number by a fraction greater than 1 results in a product greater than the given number, and multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Dividing a whole number by a unit fraction can be thought of as finding how many of the unit fraction it takes to make a whole, and multiplying the result by the whole number	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Wrapping Up Multiplication and Division with Multi-Digit Numbers</u>	How can we apply our understanding of one or two-digit multiplication and division to three or more digit multiplication and division?	Standard algorithms can be used to solve multiplication and division problems	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Place Value Patterns and Decimal Operations</u>	How do patterns in the number system help you understand quantity?	In a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)



Bethlehem & Woodbury
Region 14 Schools

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department: Nonnewaug / 9-12 / Science	Date: March 21, 2023
Evaluating Team Members: York, Pratt, Yocis	
Textbook Information	
Title of the Proposed Textbook: Forensic Science, Fundamentals & Investigations	Edition: 3rd
Author(s)/Editors: Bertino & Bertino	
Publisher (please include name of contact person, address, phone, and fax) Cengage Erin Connolly erin.connolly@cengage.com (860) 682-0511	
Text Readability Level:	Copyright Year: 2021
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) No, but here is what we use now: Forensic Science, An Introduction (Pearson, 2007)	
Proposed Textbook Cost	
Cost of The Proposed Text:	\$ 111.75
Number of Texts Requested:	x 50
Approximate Cost of Shipping:	+ 558.75
Total Cost:	\$ 6146.25
Additional Information Required	
Titles of Other Texts Reviewed:	

Introduction to Forensic Science & Criminalistics, 2nd Ed. (Taylor & Francis, 2019)
Forensic Science for High School (Kendall Hunt, 2016)
Criminalistics, An Introduction to Forensic Science (Pearson, 2021)

Advantages of The Proposed Text:

The textbook that we are currently using is from 2007 and was the first real Forensics textbook used for high schools. This new book includes:

- 1) More current content from the last 16 years
- 2) alignment to current national and NGSS standards
- 3) Over 100 hands-on embedded activities and inquiry-based labs
- 4) Chapter Scenarios and case studies reflecting current events

Other School Districts Utilizing The Proposed Text:

Cheshire High School
NWR (Region 7)
Milford
Immaculate
West Haven
Bridgeport Military Academy

Evaluation of The Proposed Textbook

Content - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	x		
2. Does the content align with the state and district curriculum standards?	x		
3. Does the content challenge students of varying levels?	x		
4. Is the content age appropriate in terms of interests, concepts, etc.?	x		
5. Does the content reflect recent scholarship in this subject area?	x		
6. Are there connections made within and across content areas?	x		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	x		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	x		
9. Are all sides of a controversial issue treated objectively?	x		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are there formal and informal assessment practices integrated throughout the text?	x		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	x		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	x		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are there up-to-date reference sources listed?	x		

2. Is there a focus on higher level thinking skills?	x		
3. Are the units and lessons organized in a manner that are easy to use?	x		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	x		
5. Do the materials allow for a variety of activities that address different learning styles?	x		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	x		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?	x		
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	x		
9. Is the text/supplemental material available in different languages?	x		
10. Is the text/supplemental material available on audiobook?	x		
11. Do the instructional methods reflect current learning theory and pedagogy?	x		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	x		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook:			

Approval Signatures	
Department Chairperson:	Date:
Principal:	Date:
Director of Teaching and Learning:	Date: