



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Dr. Carmen Maring

Date: 06/17/24

Dept./Gr. Level Chair: Peggy Witteveen

Date: 06/17/24

Other Staff Affected:

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to a presentation before the Board of Education Committee

Proposal / Course Title: Additional Textbooks “Other Words for Home”, “Look Both Ways” & “Salt to the Sea”

Staff Member Requesting: Ava Birchmeier

Department/Grade Level: GLMS 7th and 8th grade ELA Lab

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course

Course Content Change

Instructional Methods Change

Textbook, Addition

Other

Number of Classes: 1

Total Number Students: ELA Lab course for two grade levels, 7th and 8th

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment):

Additional books: Other Words for Home, Look Both Ways, and Salt to the Sea at an estimated cost of \$275.52 that I am willing to cover

A Current Curricular Description

ELA Lab is a course designed to improve vocabulary and reading skills for 7th and 8th grade students. This request is to add *Other Words for Home*, *Look Both Ways*, & *Salt to the Sea* to be used as book club and whole class selections.

OTHER WORDS FOR HOME by Jasmine Warga

LOOK BOTH WAYS by Jason Reynolds

SALT TO THE SEA by Ruta Sepetys

B. Standards for Learning

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently
- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- W.7-8.1 Write arguments to support claims with clear reasons and relevant evidence
- W.7-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.7-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.7-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- W.7-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
- W. 7-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation
- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
- L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- L.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- L.7-8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 (8) reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall
- L.7.6 Analyze how an author develops and contrasts the point of view of different characters or narrators in a text
- L.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

C. Expected Student Learning Outcomes

At the end of the trimester, students will:

- increase vocabulary through both direct instruction and exposure from literature
- have practiced strategies for reading comprehension when encountering challenging texts.
- be able to analyze character relationships, how they evolve, and how they impact important decisions made by the characters

- be able to make predictions, record observations, and give immediate reactions to what I read.
- be able to communicate with other peers about the novels to make meaning and improve understanding.
- be able to verbally defend my thinking with text evidence from a book.

D. Time Requirements

Trimester Course

E. Personnel Requirements

NA

F. Facilities and Equipment Requirements

NA

G. Teaching Strategies and Methodologies

Other Words for Home will be used alongside titles that already exist in the course as book club selections. Look Both Ways will be used in ELA Lab 7 as a whole class novel. Salt to the Sea will be used in ELA Lab 8 as a whole class novel. Collaboration with other students to make meaning out of the text they're reading. Practice with reading strategies when encountering challenging texts. This is intended to increase book variety between grades and trimesters, so as to prevent an ELA Lab 7 student from reading all the same books in ELA Lab 8 over multiple trimesters.

H. Materials and Textbook needs - 12 copies of each requested novel.

I. Costs - Other Words for Home, \$7.99 x 12 copies, \$95.88

Look Both Ways \$7.29 x 12 copies \$87.48

Salt to the Sea \$7.68 x 12 copies \$92.16

Total \$275.52

I have funds set aside to purchase the three titles and am capable of purchasing class sets myself

J. Schedules

Book Clubs for the first 6 weeks, introduction to reading strategies and intentional practice

Whole Class for the last 6 weeks, honing in on their preferred strategies to carry with them beyond my class

K. Evaluation Procedures

Students in both ELA Lab 7 & 8 will be expected to use all encountered texts to answer the trimester-long essential question: "How do the relationships we have influence the decisions we make?" Assessing students' in-class participation and completion of different tasks showing their growth in thinking more deeply and critically. Students would be pushed to support all of their thinking throughout the class with evidence from the texts. These tasks include, but are not limited to:

- Daily entries in a journal, responding to prompts about the books, reactions, predictions, etc.
- Completion of an end-of-trimester socratic seminar discussing the essential question, with a separate writing task as an entrance ticket to the seminar
- Completion of weekly book club meetings with guiding questions (meetings will continue through the whole class novel so students are given the opportunity to talk to each other)
- Completion of periodic, lower-scale socratic seminars for practice
- Completion of a student-chosen project to communicate their response to the essential question at the closing of book clubs (6 weeks long)
- Completion of Somebody Wanted But So statements for all main characters
- Completion of answering the 3 big questions—What surprised you? What did the author think you already knew? What changed/confirmed what you already knew?

- Completion of character-relationship charts

L. Follow up

NA

M. Other staff affected

NA