



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: 09/17/25

Dept./Gr. Level Chair: Ashley Copp

Date: 09/17/25

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: 6th grade Resource Room novels - “A Wrinkle in Time” and “The 6th Grade Nickname Game”

Staff Member Requesting: Kasi Huver

Department/Grade Level: 6th grade Resource Room

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

New Course

Course Content Change

Instructional Methods Change

Textbook, Addition

Other

Number of Classes: 1 section

Total Number Students: Currently 6 students. Open to future Resource Room classes

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment): One class set (10) of “The 6th Grade Nickname Game”.

A Current Curricular Description

The 6th grade Resource Room is a double block class. There are a few other novels that are already approved for 6th grade general education classes that do not currently meet the differentiated needs of current resource room students. These books would help meet students at their reading levels while still working towards reading, writing, and speaking with purpose.

The 6th Grade Nickname Game by Gordon Korman

A Wrinkle in Time by Madeleine L’Engle

B. Standards for Learning

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- L.6.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Expected Student Learning Outcomes

- I can cite evidence from a fictional reading.
- I can make predictions, record observations, and give immediate reactions to what I read.
- I can analyze multiple viewpoints while reading using text evidence.
- I can identify character development throughout a story.
- I can read and comprehend literature in the grades 6-8 text complexity band proficiently

D. Time Requirements

Year long class

E. Personnel Requirements

NA

F. Facilities and Equipment Requirements

NA

G. Teaching strategies and methodologies

Teach Like a Champion

Differentiated Instruction

Formative and Summative Assessments to assess learning

H. Materials and Textbook needs - 10 copies of "The 6th Grade Nickname Game by Gordon Korman.**I. Costs** - \$7.86 each X 10 copies = \$78.60**J. Schedules**

NA

K. Evaluation Procedures

Assessing students' understanding of these novels through completion of different tasks showing their growth in thinking more deeply and critically. Students would be pushed to support all of their thinking throughout these novels with evidence from the text. Students will be asked to read independently, with a partner, or follow along to a read aloud, write responses to prompts related to the reading, and hold conversations revolving around their learning. These tasks include, but are not limited to:

- Journal entries that focus on new information gained, new thoughts, and inferences about what might happen next
- Completion of a characterization project that displays character growth/change throughout the novel
- Vocabulary assignments to introduce new words/phrases and how they are used differently throughout the novels
- Completion of a short essay for each novel that discusses plot structure and development, conflicts, and different points of view from characters
- Completion of a prediction/inference chart throughout different points in the novels
- Citing evidence from the text to prove an opinion

L. Follow up

NA

M. Other staff affected

NA