

New Fairfield Public Schools
New Course or New Instructional Program Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the District Curriculum and Program Council understand this proposal better. Be sure that you adhere to all deadlines*, and be certain to acquire all required signatures. The deadline* for any course or program proposal that has budgetary implications and/or needs to be published in the NFHS *Program of Studies* is October 31, so please plan accordingly to make certain that all approvals of this application can be completed by October 31. All other proposals can be forwarded at any time of the year.

- 1. Please list the names and identify the school/department of those individuals who are making this proposal? If those making the proposal are not teachers, please explain thoroughly:**

Mr. Joel Pardalis, Humanities Curriculum Coordinator
Dr. Richard Sanzo, Principal
Owen Lucas, Teacher
Alana Wenick, Teacher
Ms. Deborah Parker, Chairperson, English Department

- 2. Give the title of new course or instructional program. Indicate the department in which this course/program will reside:**

The instructional program being proposed is **Perspectives: A Senior English Experience.**

This year we are proposing the course as the college preparatory option for seniors in the English Department.

- 3. Please indicate if the new course or instructional program is a semester or yearlong, and indicate the applicable grade levels. Please indicate the course level if applicable:**

The program would be open to students entering the twelfth grade in September 2018. This English course will be a weight 3.

4. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield:

The English department is working to revise its curriculum from freshman to senior year. This course will act as a culminating experience to the New Fairfield High School English program. In addition, with the SEE project, seniors classes in the second semester are cut three weeks short as students set off to complete their project.

Perspectives: A Senior English Experience gives students a full year experience, so that courses can be taught with fidelity giving students a firm stepping stone to college as they are asked to read, write and think critically throughout the course.

5. Please indicate the target population for this proposal:

The target population is seniors who are not enrolled in Advanced Placement Literature and Composition or Humanities. This gives students a consistent college preparatory option.

6. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This instructional program is a replacement for the existing offerings to seniors in the New Fairfield High School English Department. The current offerings are half year courses, but with the SEE project in May, a move to a full year senior course makes sense to ensure the fidelity of programs from class to class getting students ready to read, write and think with a pre-college mindset.

7. List any prerequisite for this course or instructional program:

There are no prerequisites for this Perspectives Senior English Course other than three previous years of high school English.

8. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document:

Students taking senior English are on the verge of moving on to a major life change. They will be negotiating the next phases of their lives whether it is moving on to college or taking their place in society. In this highly personal, yet collaborative course, students will look at the narrative structure of their lives. Students will explore the kinds of stories that shape a sense of self, roles in society, and ideas about what constitutes a meaningful

life with healthy relationships. The course will cultivate critical thinking, reading, writing, and speaking and listening skills required to succeed in college and in life.

Perspectives will challenge students to recognize their power in shaping the course of their own lives. Students will have the opportunity to evaluate their life experiences so far by looking backwards as well as looking forward. As students begin to consider their transition from New Fairfield High School into their next life challenge, they will look at where they came from, what has shaped them, and how they envision their next journey. Students will reflect on their own past decisions and consider alternative decision-making strategies for the future. This course is an intellectual and philosophical inquiry driven by the essential question: Who am I in the world?

9. Please list (or attach a list) of the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve:

- ❖ Provide an opportunity for students to reflect on life and educational experiences.
- ❖ Analyze and respond to a variety of complex texts.
- ❖ Examine literature from multiple perspectives in order to challenge thinking.
- ❖ Express and develop ideas and thoughts through writing and other means of expression.
- ❖ Write analytical, informative, narrative and argumentative papers.
- ❖ Write routinely over various periods of time and across varying lengths.
- ❖ Engage in prewriting, drafting and revision activities.
- ❖ Reflect on their own writing to discover limitations and strengths.
- ❖ Contribute to class discussions by listening actively, synthesizing the ideas of others, and responding critically.

10. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. How will technology be utilized to enhance the course or program goals? What assessment strategies will be used in this course or program? What are the unique components of this course or program content? that makes it a worthwhile addition for our students?

Course Essential Questions:

➤ ***Who am I in the world?***

- What brings me joy?
- What am I good at or have a talent for?
- What work do I believe genuinely needs to be done?
- How does self-understanding and understanding of the world lead us to act on our convictions (beliefs, ideals, understandings, etc.)?

➤ ***How do we balance being true to ourselves as well as responsibility to other's expectations?***

- How do I responsibly take my place in the larger community that is my nation/city/state/world?
- How can other's experiences help us to better understand our world?
- How does what we know about the world shape the way we view ourselves?

➤ ***What are the qualities of a meaningful life?***

- What does it mean to live ethically?
 - What are the challenges of living an ethical life?
- What is the relationship between morality, justice and ethics?
- How does literature illustrate the complexity of living ethically?

➤ ***How do we discover and discern the truth?***

- How do you define truth?
- Is there really such a thing as "Universal Truths" or are all truths relative?
- What is the difference between knowledge and truth, perception and truth, reality and truth?
 - How does perception shape or alter truth?
- How can literature be a portrayal of truth?

➤ ***How do individuals develop beliefs or values?***

- What factors shape our values and beliefs?
- How do values and beliefs evolve or change over time?
- What happens when belief systems of societies and individuals come into conflict?
- How do our values and beliefs shape who we are as individuals and influence our behavior?

➤ ***What is social justice?***

- To what extent do power or the lack of power affect individuals?
- How are prejudice and bias created?
- Can literature serve as a vehicle for social change?
- How does labeling and stereotyping influence how we look at and understand the world?
- What are the benefits and consequences of questioning or challenging social order?

11. Please indicate any special location needs, such as the computer lab:

There will be no special location needs for this course.

12. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. Please indicate any special training that will be necessary to implement this course or program, and give the cost of this training:

The program will not require any additional personnel. The budget for the program will be limited to buying/replacing literature for use in the class. The initial cost would be approximately \$1000-\$1500 for new titles associated with the class. There would be no special training that will be necessary to implement the course.

13. Please give the title and cost of the proposed text and attach it, if possible. Indicate any special equipment needs for this course and the anticipated cost of this equipment:

Tuesdays with Morrie by Mitch Albom (\$9.94 a copy)
 A Lesson Before Dying by Ernest J. Gaines (\$8.19 a copy)

14. Please address the questions below separately, and then attach your responses to this form:

- a) **What impact will this course/program proposal have upon other courses/programs currently being offered in the district?**

Perspectives: A Senior English Experience will have have a two-fold effect upon other courses currently being offered at the high school. Currently, the half-year courses of British Writers, Life, Lore and Lit, Contemporary Literature, Drama, and American Poetry make up the options for 3 weight credit in English during senior year. Perspectives would become the 3 weight course as a full year course making it so students who are not taking Humanities or Advanced Placement American Literature would be enrolled

in Perspectives. American Poetry and Drama would still be offered as half-year electives by the English department.

- b) **What impact would this proposal have on scheduling, staffing, and resources?**

Scheduling will be easier for senior year English now that it is a full year course. No additional staff will be required. Many texts will be used from previous courses, with some texts added. There will not be a yearly expense other than normal book use replacements.

- c) **Do you anticipate that this course/program will have an impact on feeder programs and follow-up courses/programs currently being offered in the district?**

This course will work neatly with the curriculum from sixth through eleventh grade to bring closure to their English experience in New Fairfield. It will draw on themes and experiences previously embedded in the curriculum in earlier grades. It will also impact current programs like Capstone and the SEE Project. In dealing with reflection and life issues, students will work on and discuss skills necessary to be successful in both of those other programs as well.

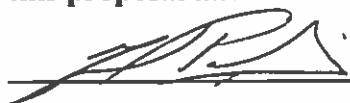
- d) **What do you anticipate will be the impact – in terms of new print and non-print materials on the library/media center?**

There is a push to reform the literacy culture at the secondary level. Teachers in the English department will be working with the library/media center to continue to promote choice within independent reading even as high as twelfth grade.


- e) **Would adoption of this course/program proposal require specific staff adjustments, such as hiring new staff or retaining veteran staff?**

The courses will be taught by veteran staff. No additional staff will be required.

Signatures of those making this proposal: (The signatures indicate that all parts of this proposal have been thoroughly completed.)

 _____ Date: 1/11/2018

Signature of Department Chair indicating approval (if applicable):

 _____ Date: 1/11/2018

Signature of Principal indicating approval: (Please note that this proposal must bear the principal's signature before it can be sent to District Curriculum and Program Council.)

 Date: 1/11/18

District Curriculum and Program Council Discussion Summary:

Signature of Assistant Superintendent indicating approval:

 Date: 1/16/18.

Curriculum Sub-Committee of the Board of Education Discussion Summary:
