

**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:**

Mrs. Karon McGovern, English Teacher
Dr. Richard Sanzo, Principal
Mr. Joel Pardalis, Humanities Curriculum Coordinator
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 **What It Is To Be a Young American**

This year we are proposing the course as addition to our UConn/ECE (Early College Experience) offerings as an English option for Seniors as part of graduation credit requirements in English. Students will receive 3 UConn transferable credits if they fulfill UConn course requirements.

- 3. Please indicate if the new course or instructional program is a semester or year long, 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 2019. This is a full year course. This English course will be a weight 5.

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:

This UConn ECE course has been approved by the ECE American Studies department of UConn. This course is a blend of English and Social Studies and will be taught by a New Fairfield High School teacher who is certified to teach both disciplines and who is also UConn/ECE Certified as an Adjunct Professor. Compared with its District Reference Group New Fairfield High school currently offers only 3 ECE classes within its Program of Studies, whereas the average ECE offerings per school in our DRG is 8 classes. Not only will **What It Is To Be a Young American** add additional early college credit options to our Program of Studies, it will build on the American Studies class taught in Junior year, and/or bring together content matter from two disciplines taught over the full high school experience, providing a cross- curricular dimension to our humanities curriculum.

5. Please indicate the target population for this proposal:

The target population is Seniors who are not enrolled in Advanced Placement Literature/ Language and Composition classes, and who seek a rigorous college experience similar to that provided by our current ECE Humanities class but pursuing different content matter. This is also a class for students who wish to experience the combination of literature and history nurtured in American Studies during their Junior year. This proposed course provides students with the option to earn college credit from a nationally reputable university (UConn), where such credits earned are transferable to other accepting universities.

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 an addition to current options offered by the English Department. The intent is to develop a college mindset where students need to be self motivated, prepared to read challenging texts (both in volume and in content), and be prepared to write, think, and articulate thoughts at a college level.

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

There are no New Fairfield High School requirements to sign up for this **What It Is To Be a Young American** course other than three previous years of high school English. However, UConn require students to sign up as an ECE Student within the UConn enrollment system, and pay the relevant fee at the time of enrollment. Students must also commit to completing the course summer reading assignment. Failure to do so could put their continued place on the course in jeopardy.

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:

This University of Connecticut Early College Experience course seeks to explore what it is to be a young American without having to return to the era of the Pilgrims as, for young twenty-first century Americans, these days of yore appear to add little to the skills and knowledge needed for navigating modern life. Instead, this full year American Studies class seeks to take a look at specific elements of social change by exploring shifting views on race and gender, commencing around the start of the twentieth century to the current day, insofar as these issues affect modern day thinking of twenty-first century young adults. This course offers 3 UConn credits, which are transferable to accepting institutions.

This exploration, through literary and historical texts, is an attempt to draw conclusions about what has changed for the better or worse, if indeed if anything has changed at all, in the arena of race and gender issues. Through readings and discussions, students will investigate, through the lens of the last 100 years or so, what it means to be a young American - whether white or of color, heterosexual or from the LGBTQIA+ community. This course is an intellectual and philosophical inquiry driven by the essential question: What is it to be a young American?

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:

By the end of this course, students should be able to:

- ❖ Close read a representative selection of texts drawn from different genres of American writings (both fiction and non-fiction, literary and historical) written since 1900, in order to analyze each work in its cultural and historical context with specific regard to race and gender.
- ❖ Identify major characteristics and changes in perspectives on race and gender (including issues of 'womanism' and 'manism') over the last 100 years and draw conclusions about the enduring effects of race and gender legislation and 'enlightened thinking.'
- ❖ Situate historical and contemporary race and gender events and politics within the context of life as a young American of the twenty-first century.
- ❖ Conduct in-depth analysis on a selected contemporary race/gender topic as it relates to readings and discussion in this course.
- ❖ Demonstrate critical reading, online expression, writing, and discussion skills.

This class will challenge students to ponder on the fact that legislation cannot change thinking if the mind does not want to be changed. In the words of James Baldwin: "*Not everything that is faced can be changed, but nothing can be changed until it is faced.*"

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?

Modules:

Module 1	Freedoms and Restrictions - c.1900-1970	September - November
Module 2	Ridicule and Jim Crow - c.1900-1970	November - January
Module 3	War: What Is It Good For?	January - February
Module 4	Post Civil Rights Movement - c.1970 to date	February - April
Module 5	Contemporary Agency - c.1970 to date	April - to start of SEE

Required interactions:

- Reading/Writing/Language - Handwritten writing journal
- 21st Century Digital - Online discussion forum - class determined (ex: Google Blogger/Twitter/Facebook)
- Reading/Speaking/Listening - Class initiation - rotated student driven class initiations using current affairs news articles
- Listening/Writing - Track "This American Life" (NPR) or "On Being" (NPR) [examples but not limited to]
- Speaking/Listening - Class discussion/participation
- Writing - Maintain a writing portfolio in Turnitin.com for major written assignments

Module	Topics, Readings, Activities	Start Date	End Date
Module 1	<p>Freedoms and Restrictions - c.1900-1970</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Develop a knowledge of how the US political, social, and cultural setting in the first half of the 20th century affected perception of gender roles, while also addressing the fluid nature of gender role structures 2. Explore how gender role structures functioned and evolved over time from the beginning of the 20th century, through the Progressive Era , the Depression era, the “Traditional” era, and the “Modern” era up to the 1970s while also investigating how these structures were restricted and legislated over time 3. Draw conclusions about gender issues in the first half of the 20th century compared with gender issues prevalent in the early 21st century society of a young American <p><i>The Epic of America</i> - James Truslow Adams - foundational/central text 1st reading <i>East of Eden</i> - John Steinbeck “Monstrosity, and Gender-Based Fears in John Steinbeck’s East of Eden” - Phd dissertation Cathy Trask, Writing journal, online forums, student initiation/class discussions Response paper #1</p> <p>You are expected to have these reading materials with you in every class</p>	September 3rd	November 23rd

<p>Module 2</p>	<p>Ridicule and Jim Crow - c.1900-1970</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Examine beliefs about race, advantage, and justice against the backdrop of the US political, social, and cultural setting in the first half of the 20th century 2. Gain a deeper understanding of the dynamics of oppression at the individual, group, cultural, and systems levels through the lens of race and racism 3. Draw conclusions about issues of race in the first half of the 20th century compared with race issues prevalent in the early 21st century society of a young American <p><i>The Epic of America</i> - James Truslow Adams - foundational/central text 2nd reading</p> <p><i>Censoring Racial Ridicule</i> - M. Alison Kibler</p> <p><i>The Iceman Cometh</i> - Eugene O'Neill</p> <p>Writing journal, online forums, student initiation/class discussions</p> <p>Response paper #2</p> <p>You are expected to have these reading materials with you in every class</p>	<p>November 26th</p>	<p>January 25th</p>
<p>Module 3</p>	<p>War: What Is It Good For?</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Investigate the development of the antiwar, counter culture, and women's liberation movements during and after the Vietnam War. 2. Analyze and explain the causes, conflicts and consequences of the Civil Rights Movement and the positive/negative changes brought about by this movement as related to race and gender, against the socio-economic and political backdrop of the Vietnam War period in America 3. Draw conclusions about whether the Civil Rights Movement of the mid 20th century brought about significant change in gender and race issues paving the way for a new world of tolerance for the early 21st century society of a young American <p><i>The Epic of America</i> - James Truslow Adams - foundational/central text 3rd reading</p>	<p>January 28th</p>	<p>February 22nd</p>

	<p><i>The Things They Carried</i> - Tim O'Brien Writing journal, online forums, student initiation/class discussions Response paper #3</p> <p>You are expected to have these reading materials with you in every class</p>		
<p>Module 4</p>	<p>Post Civil Rights Movement - c.1970 to date</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Examine and put into historical context race riots from mid 20th century to date 2. Understand the history, causes, significance, and impact of race riots on American civil rights and race relations 3. Compare changes in social mores and attitudes throughout 20th century America and consider what advances and/or regressions have been made in the civil rights agenda insofar as it affects the early 21st century society of a young American <p><i>The Epic of America</i> - James Truslow Adams - foundational/central text 4th reading</p> <p><i>Bodega Dreams</i> - Ernesto Quiñonez</p> <p><i>The New Jim Crow</i> - Michelle Alexander</p> <p><i>The Central Park Five</i> (Ken Burns - documentary)</p> <p>Writing journal, online forums, student initiation/class discussions Response paper #4 Start Research Paper [draft/s]</p> <p>You are expected to have these reading materials with you in every class</p>	<p>February 25th</p>	<p>April 1st</p>

<p>Module 5</p>	<p>Contemporary Agency - s c.1970 to date</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Examine and critique ideological assumptions underlying social institutions and systems of representation as they affect modern day definitions of gender and gender roles 2. Comprehend the impact of gender on individuals' historical and contemporary agency, and how the ability to express agency has shaped the lives of people in various geographical and socio-economic settings against the backdrop of 21st century America 3. Develop an understanding of the institutions and processes related to human rights and a familiarity with key intellectual debates, differing policy, and advocacy strategies as they affect a young 21st century American <p><i>The Epic of America</i> - James Truslow Adams - foundational/central text 5th reading</p> <p><i>In Search Of Our Mothers' Gardens</i> - Alice Walker (extracts)</p> <p><i>The Universal Declaration of Human Rights</i> Writing journal, online forums, student initiation/class discussions</p> <p>Complete Research Paper [final] Final Exam - Creative 'Showcase' Project [Group]</p> <p>You are expected to have these reading materials with you in every class</p>	<p>April 1st</p>	<p>to start of SEE</p>
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11. Please indicate any special location needs, such as the computer lab:

There will be no special location needs for this course. However there is a field trip to New York City built into the syllabus.

- 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 \$2,500 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:**

East of Eden - John Steinbeck (\$12.14 per copy)
The Iceman Cometh - Eugene O'Neill (\$10.88 per copy)
Bodega Dreams - Ernesto Quiñonez (\$12.70 per copy)
The Things They Carried - Tim O'Brien (\$10.72 per copy)
Censoring Racial Ridicule - M. Alison Kibler (\$27.87 per copy)
The New Jim Crow - Michelle Alexander (\$13.56)

- 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?**

What It Is To Be a Young American will have have a multi- dimensional effect upon other courses currently being offered at the high school. Firstly, this course extends options within our high school for early college credit (currently New Fairfield High School has 3 classes: two French classes as part of the World Language curriculum, and Humanities, as part of the English curriculum. Secondly, and with the foregoing in mind, this **What It Is To Be a Young American** course will increase New Fairfield High School's academic strengths within its District Reference Group. Thirdly, and more importantly, **What It Is To Be a Young American** offers an opportunity to students to experience a true cross-curricular blend of English and Social Studies taught by a teacher certified in both English and Social Studies (qualifications include English, History, and Psychology degrees), and also certified to teach at college level through the UConn ECE program.

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

No additional staff will be required. Some are already available within our current resources; other texts will be 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 students' English experience in New Fairfield. It will draw together content matter from both English and Social Studies (not only history, but also sociology and psychology). The current American Studies program provides a big picture view of psych-socio-historical influences on the growth of America as a nation, and the American persona; there is a focus on rulers, laws, and governmental processes. However, this proposed course is aimed at personalizing what it is to be an American by viewing specific social issues through the lens of a twenty-first century citizen of this country. This course will draw on themes and experiences discussed in English/Social Studies courses within our school system, with particular regard to previously marginalized and oppressed groups of individuals in this country, starting at the beginning of the twentieth century and following their journey up to and including the present time. As this course is a college 101 course, texts, writing responses, and class discussions are aimed at readying students for an adult world of discourse and academic rigor beyond a high school setting. This course is aimed at nurturing and growing intellectual global citizens with a view to evolving into a informed American who can communicate effectively and logically. 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 as becoming prepared for the Senior Enrichment Experience and an independent, well informed adult life beyond high school.

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

As part of the ECE class, students will be driven more towards reference books, online scholarly sources (such as our current subscription to researchit.org), and scholarly periodicals and journals. Students will also have access to Library and Media sources at the University of Connecticut.

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. Staff member needs to be UConn/ECE Certified in order to run this course through UConn and to earn UConn transferable credit.

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

_____ **Date:** _____

Signature of Department Chair indicating approval (if applicable):

_____ **Date:** _____

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:** _____

District Curriculum and Program Council Discussion Summary:

Signature of Assistant Superintendent indicating approval:

_____ **Date:** _____

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