

Vicksburg Community Schools Proposal Form with Guidance

Review *VCS General Guidelines for Program Review and Proposal Development* prior to completion of this form. Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1st. This form will be used as your proposal cover sheet. Check each item as you edit or create your final draft.

Title of Proposal: 10th Grade English Supplemental Material

Proposal Author(s): Dan Ouellette, VHS English Department Chair

Department and Curriculum Area: English

Building: Vicksburg High School

Committee Members: Dan Ouellette, Chris Kosiba, Eric Teall, Dave Smith, Kathy Forsythe, Amanda Szczesny, Stephanie Mallery

❖ This proposal is for:

- Textbook and other teaching resources (*requires planned pilot process as part of the proposal request*)
- New courses or course revisions
- Full program or curriculum area reviews
- Program or curriculum area modifications
- Supplemental Instructional/Intervention Resource Requests

❖ Proposal Background & Overview – Write a narrative that includes:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted School Improvement Goals

❖ Complete Description of Proposed Change(s):

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current content expectations, course outline, and/or general syllabus.

❖ Implementation Plan

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). **Include attachment if needed.*

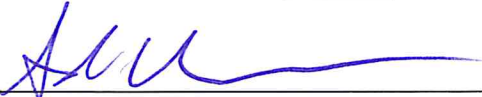
❖ Anticipated/Expected Impact

- Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

❖ Proposal Evaluation Plan and Student Achievement

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.
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Dates of Anticipated Review and Action: DSISC 3.22.19 BOE 4.15.19

Principal's Signature(s): 

(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 3/21/19

Comments on proposal:

Accepted with revisions

RESPONSE:

Need more information: _____


Need to consult with:

the building principal(s) affected by this proposal

curriculum area chairperson

Other: _____

Proceed as outlined in the proposal


Director of Curriculum and Instruction

3/22/19
Date


Director of Technology

3/25/19
Date

Proposal Background & Overview:

For the last twenty years, the VHS English Department has used the McDougal Littell *Language of Literature* anthologies at the 9th through the 11th grade levels (English 1, 2, 3). The books are no longer usable, leading the department to view available textbooks series and materials. After examining available resources during the 2018-2019 school year, the department believes that replacing the textbook series with a department compiled short story course pack, as well as two supplemental books is best: not only is this direction financially responsible, but it allows teachers flexibility in the selection of course pack materials. In addition, after careful departmental study and conversation, Harper Lee's *To Kill a Mockingbird* has been moved from English 2 to English 1, leaving the need for an anchor piece for 10th grade. (We like to have a long anchor piece--or several standard pieces--around which we can build and adapt the thematic units of our instruction.) The two proposed books, Chinua Achebe's *Things Fall Apart* and Mitch Albom's *Tuesdays With Morrie* will add two very different perspectives for English 2 students: the African storytelling tradition (referred to as proverbial storytelling) and a powerful memoir.

SI Goal: All students at Vicksburg High School will be proficient in English Language Arts.

Complete Description of Proposed Change(s):

Since we have moved *Mockingbird* to English 1, we have a hole in first semester English 2. We will be adding a brief short story unit to the beginning of English 2 which allows us to echo the beginning of English 1 with some recursive skills (inference with text support, conflict) and pushing into some new skills (character motivation and unresolved conflict) with a familiar format. In an effort to increase our diversity of represented writers, this small collection of stories will include an African writer (in order to connect with our new anchor piece) and some other non-Western authors.

Similarly, the gods/*Odyssey* unit has been displaced from English 1, but its applicability and cultural literacy component are still necessary for our students, so that is moving to English 2. To correlate with *The Odyssey*'s themes, we have chosen Chinua Achebe's *Things Fall Apart* as our new anchor novel. We feel that we have a responsibility to all our students to expose them to diverse viewpoints to help them understand their world. A Common Core exemplar novel, *Things Fall Apart* is 1) rich in language and characterization 2) diverse in cultural representation 3) rife with interpersonal, internal, and cultural conflict and 4) highly relatable to other literary themes and universal human experiences. This will occur in 2nd marking period.

At the end of English 2 for many years, we have utilized sections of *Tuesdays with Morrie* by Mitch Albom. A non-fiction text, students find the lessons of *Morrie* inspiring and a meaningful juxtaposition to the tragic rigidity of *Antigone*'s two main characters. We would like to formalize our use of *Morrie* 1) as an example of memoir non-fiction 2) to emphasize our 10th grade themes of compassion and humility.

Grade	New Textbook Title/Instructional Resource	Previous Textbook/Instructional Resource To Be Replaced
9th	English 1 Short Story Course Pack	<i>The Language of Literature</i> , McDougal Littell (2000)
10th	<i>Things Fall Apart</i> , Chinua Achebe	<i>To Kill a Mockingbird</i>
10th	<i>Tuesdays with Morrie</i> , Mitch Albom	<i>The Language of Literature</i> , McDougal Littell (2000)
10th	English 2 Short Story Course Pack	<i>The Language of Literature</i> , McDougal Littell (2000)

Implementation Plan:

In addition to our desire to diversify the range of the types of authors we use as anchor pieces, *Things Fall Apart* weaves in well with the unit we will be moving to the first marking period. We will implement a short story unit and study *The Odyssey* in the first marking period. These will introduce some of the thematic units that are covered in *Things Fall Apart*. Students will analyze and refer to the myths and how they are interwoven into our culture. *Things Fall Apart* will contain lessons on: 1. personal decisions and their effects 2. interpersonal, community, and internal conflict 3. applying proverbial stories to everyday life.

Tuesdays With Morrie will be paired with the Greek play *Antigone*. Both stories will stress the themes of moral courage, decision-making, compassion towards others, and the power of humility.

Students will study and write paragraphs/essays/ narratives from these additions.

Timeline	Action	Person(s) Responsible
2018-19 (September, October, January, February, March)	VHS Curriculum Review Process	Dan Ouellette
March 2019	Complete VHS English Proposal Form and Process	Dan Ouellette
June 19-20, 2019	SIPD	Dan Ouellette
2019-20 School Year	Implementation of <i>Things Fall Apart</i> , <i>Tuesdays with Morrie</i> , English 1 and 2 Coursepacks	VHS English Department
2019-20 School Year	Ongoing data analysis of formative and summative assessments to measure the success and implementation of the new supplemental resources in English 1 and English 2	VHS English Department

Proposed changes in anchor pieces	
2018-19	2019-2020
MP1 English 1 Short stories in <i>Language of Literature</i> (2000)	MP1 English 1 Short stories in coursepacks
MP1 English 2 <i>To Kill a Mockingbird</i>	MP1 English 2 Short stories in coursepacks
MP2 English 2 Short stories, etc. in <i>Language of Literature</i> (2000)	MP2 English 2 <i>Things Fall Apart</i>
MP3 English 2 <i>Lord of the Flies</i>	MP3 English 2 <i>Lord of the Flies</i>
MP4 English 2 <i>Antigone</i> <i>Tuesdays with Morrie</i> (excerpts)	MP4 English 2 <i>Antigone</i> <i>Tuesdays with Morrie</i> (entire book)

b: Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>			
<i>Tuesdays With Morrie</i> , Mitch Albom	220 x \$9.75 + \$22.00 shipping (Prestwick House)	\$2165.00	
<i>Things Fall Apart</i> , Chinua Achebe	220 x \$8.45 + \$20.00 shipping (Prestwick House)	\$1879.00	
English 1 coursepack (recurring fee for 7 years)	250 x \$2.32	\$580.00	
English 2 coursepack (recurring fee for 7 years)	250 x \$2.32	\$580.00	
Copyright fee (recurring fee for 7 years)(estimated)	\$1000.00 x 2	\$2000.00	
Professional Learning/Summer Curriculum Work			
Summer work day English 2 teachers Curriculum alignment with new materials	\$75.00 x 3	\$225.00	
Other Costs			
Additional stories or study guides/support materials might need to be added in the future to either or both coursepacks	500 x \$1.00	\$500.00	

Anticipated/Expected Impact:

Proposal outcomes

- The two anchor pieces (Achebe and Albom) will allow us to continue to address every state standard that we have identified as essential. They also give our students an opportunity to read literary nonfiction that is longer than the short articles we routinely use with them for SAT preparation.
- The short story course packs will allow us to explore a wider variety of perspectives in literature. Additionally, creating course packs will allow us to make adjustments yearly to better suit the needs of our students each year.

Proposal Evaluation Plan and Student Achievement:

We expect these resources to help our students to develop deeper understanding of these concepts, and we expect them to continue to improve on the SAT. We'll monitor the students' learning in formative assessments like guides and discussions throughout the unit and in quizzes and a summative essay.

Evaluation and assessment

Action	Timeline	Person/ Team Responsible	Evaluation Reports
Implementation of new materials in the classroom	2019-2020	9th and 10th grade teams	Formative and Summative assessments