

# New Fairfield Public Schools

## New Course 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 Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

**Course Being Proposed**    Exploring Justice and Injustice

**Proposal submitted by**    Bonny Marsicano

**School**    New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

High School English Department

Grade 12

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Semester length (½ year)

½ English Credit

3 weight

3. 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 purpose of this course is to develop independent, critical proficiency and intercultural understanding focused on knowledge, empathy and the application of learning. Students will be able to identify and describe social justice and injustice issues and their root causes (e.g., structural, political, social, economic, and/or environmental conditions) that have impacted

communities locally and globally. They will study how power, positionality, privilege, and other socio-structural factors impact their own life circumstances and those of others. Students will be able to describe ethical and political implications of injustice, such as social problems, social stratification, systems of oppression, discrimination, and unequal distribution and access to power and resources. Students will identify barriers to equality and/or inclusiveness and explore strategies to remove these barriers.

This course is intended to be taken either as an elective in addition to a core English course, or taken to fulfill the senior Language Arts English credit in tandem to another semester length course "Selective."

4. Please indicate the target population for this proposal.

Grade 12 students interested in pursuing careers related to politics, humanities, social work; or have an avid interest in the subject.

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

This course is being offered as part of the proposed senior "Selectives" choice course offerings. It is being offered in addition to the current course offerings of Individual Perspectives (Currently "Perspectives"), Diverse Perspectives (Currently "Perspectives"), Honors Humanities, AP Language and Composition, AP Literature, and Young Americans (ECE).

6. List any prerequisites for this course or instructional program.

There are no prerequisites other than successful completion of English requirements in grades 9, 10 and 11.

7. 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.

In this course, students read and analyze a variety of literary and non-fiction works to study the impact of injustice and explore effective practices to promote social justice at the individual, community, and global levels. This course offers students the opportunity to read prose and poetry, view documentaries and film, and listen to interviews and music as they study all of the ways that individuals and groups work as catalysts for change. In addition, students read essays and arguments that analyze the nature of justice and injustice, and they have the opportunity to debate, discuss, and construct arguments to defend or dispute the positions of leaders, philosophers, and each other.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

This course is designed as part of the senior "Selectives" course offerings to fulfill the proposed high school Pathways of available learning opportunities.

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

Unit 1: The Role of Literature and Fine Arts in Portraying and Memorializing Past Injustices (6 weeks)

Unit 2: The Role of Literature and Fine Arts in Portraying and Memorializing Present Injustices (6 weeks)

Unit 3: Research of Social Change - Researching current groups/movements that are catalysts for positive change. Debates on methods and effectiveness. Personal practices in making the world a better place (6 weeks)

(The formal written curriculum is currently in development).

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The course will be taught by a current member of the high school English Department.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The course will not require a textbook, however access to online resources including articles, media content, documentaries, and film will be required. The purchase of supporting literature may be required, pending finalization of the written curriculum.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course is designed as part of the senior "Selectives" course offerings to fulfill the proposed high school Pathways of available learning opportunities. It is being offered to support and collaborate with courses offered in the History, Foreign Language, Performing Arts, and Technology departments.

**Signatures of those making this proposal:**

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**Teacher**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Department Chair (if applicable)**

  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Principal**

  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Assistant Superintendent**

  
\_\_\_\_\_  
**Date**