



## Curriculum Proposal for Board of Education Curriculum Committee

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### 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:** Carmen Maring

**Date:** 12/9/25

**Dept./Gr. Level Chair:** Ashley Copp (8th grade ELA)

**Date:** 12/9/25

**Other Staff Affected:** Ashley Copp (8th grade ELA), Jackie Bartley (8th grade ELA), Kim Wason (8th grade co-taught ELA)

## CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Assistant Superintendent of Curriculum & Instructional Technology*

*2 weeks prior to a presentation before the Board of Education Committee*

**Proposal / Course Title:** Novel Study/8th grade ELA - *Playing with Fire* by April Henry

**Staff Member Requesting:** Ashley Copp/Jackie Bartley/ Kim Wason **Department/Grade Level:** GLMS - 8th grade ELA

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

New Course

Course Content Change

Instructional Methods Change

Textbook Review or Change - to replace *The Pearl* by John Steinbeck

Other

**Number of Classes:** 8

**Total Number Students:** 172

**Total Number of Teachers:** 3

**Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

### A Current Curricular Description

Eighth Grade English Language Arts students are expected to strengthen their academic writing, public speaking presentation skills, and collaborative communication. Students will read a variety of short stories from Scholastic Scope Magazine and novels, including *A Monster Calls* by Patrick Ness, *A Long Walk to Water* by Linda Sue Park, and *A Christmas Carol* by Charles Dickens, and possibly *The Pearl* by John Steinbeck, *Unwind* by Neal Shusterman, and *Symptoms of Being Human* by Jeff Garvin. Over the course of the year, students will be expected to write two formal essays, give one formal speech, write a personal narrative memoir, participate in a media literacy unit focused on analyzing advertisements, as well as complete various projects and assignments to show their understanding of and connection to the literature we read. Most units include a focus on vocabulary improvement as well as connecting to a variety of literary elements. Oral communication skills are strengthened as students read, respond, and evaluate through both self and peer feedback techniques in both discussions and writing. In addition, the eighth-grade student will work to develop independence of thought and action, while gaining maturity in communication skills.

### B. Standards for Learning

- L.8.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- RL.8.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2-Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- SL.8.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1.c-Comprehension and Collaboration: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

- W.8.6-Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.8.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.1-Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1.d-Text Types and Purposes: Establish and maintain a formal style.
- W.8.1.e-Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

### **C. Expected Student Learning Outcomes**

#### Students will:

- Summarize important events
- Analyze relevant quotes
- Find evidence to support/prove themes and characterization
- Identify types of conflict and symbolism presented in a text
- Participate in class discussions
- Demonstrate understanding of a specific theme in a formal essay and use quotes to prove that theme
- Utilize topic sentences, supporting details, and concluding statements in writing
- Follow proper MLA format for in-text citations and a Works Cited sheet

### **D. Time Requirements**

6 - 8 weeks for novel reading, non-fiction texts/Scholastic supplemental resources, and writing/speaking activities related to the novel

### **E. Personnel Requirements**

1 Teacher per classroom; 1 team-taught classroom with 2 teachers

### **F. Facilities and Equipment Requirements**

2 classrooms

### **G. Teaching strategies and methodologies**

Graphic organizers, close reading strategies, quizzes, choice boards, cooperative learning strategies, paragraph writing, mini-lessons, writing templates and examples, discussion engagement strategies

### **H. Materials and Textbook needs**

35 copies per classroom \* 2 classrooms = 70 copies

1 Spanish copy

1 Electronic version/pdf

1 Audiobook

### **I. Costs**

[Scholastic](#) as of 12/9/25

- *Playing with Fire* by April Henry = \$7.49 per paperback copy (total for 70 = \$524.30)

[E-book](#) as of 12/9/25

- *Playing with Fire* by April Henry = \$11.04 per electronic copy

[Amazon](#) as of 12/9/25

- Audiobook CD version = \$29.86 per CD

2 Spanish versions as of 12/9/25 - cannot currently find a link to purchase Spanish versions but will reach out to Mary Jane Vavra to help look. (2 approximate cost = \$15.00 each = \$30)

Approximate cost for all versions and materials: \$595.20

**J. Schedules**

This novel unit will be taught in the 3rd trimester, hopefully starting in mid-April 2025.

**K. Evaluation Procedures**

Formative assessments, summative assessments, MAP reading scores, writing rubrics

**L. Follow up**

N/A

**M. Other staff affected**

All other staff involved are 8th-grade teachers who approve of the novel.