



## 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:** Dr. Carmen Maring

**Date:** 10/2/24

**Dept./Gr. Level Chair:** Ashley Copp

**Date:** 10/1/24

**Other Staff Affected:** Shannon Enden (6th grade ELA teacher), Kate Christian (6th grade ELA teacher), Megan Oldham (6th grade ELA teacher), Anna Bennett (6th grade SPED team teacher)

*CURRICULUM PROPOSAL FORM*

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

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

**Proposal / Course Title:** Novel Study/6th grade ELA

**Staff Member Requesting:** Andrea Burke

**Department/Grade Level:** GLMS

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

**New Course**

***Course Content Change***

**Instructional Methods Change**

***Textbook Review, Addition***

**Other**

**Number of Classes:** 4

**Total Number Students:** 250 students

**Total Number of Teachers:** 5 teachers

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

**A Current Curricular Description**

This course will target students' growth in the areas of reading, writing, listening, speaking, discussion, and reflection. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instruction. Through fiction and nonfiction reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing. The overall goal of the class is to increase the literacy, writing ability, active listening, and critical thinking of all students.

**B. Standards for Learning**

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCRA.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCRA.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

CCRA.W.6.5 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.

CCRA.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCRA.SL.6.5 . Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

- Students will write an expository essay that requires them to explore a specific theme within the novel and how the theme is presented and evolves throughout the novel.
- Students will write a narrative poem in the novel in verse style.
- Students will research topics related to Vietnam (geography, history, culture, and/or Vietnam War) and share their learning with their peers.
- Students will make connections between the novel and other pieces of literature (both fiction and nonfiction).
- Students will learn about symbolism and apply their learning in their writing and speaking.
- Students will make inferences about characters and find evidence to support their ideas.
- Students will identify the elements of plot in a novel in verse.
- Students will study vocabulary from the novel and learn how to use the vocabulary in their speaking and writing.

### **D. Time Requirements**

6 - 8 weeks for novel reading, integration of non-fiction texts, 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**

4 classrooms

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

1. Graphic organizers, close reading strategies, quizzes, choice boards, cooperative learning strategies, paragraph writing, mini-lessons

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

- 45 copies per classroom \* 4 classrooms = 180 copies
- 1 large print copy for accommodation
- MP3 Audio
- Teacher Guide

### **I. Costs**

[amazon.com](https://www.amazon.com) (as of 9/30/24)

- *Inside Out and Back Again* by Thanh Hà Lai regular paperback = \$6.29 (total for 180 = \$1,132.20)
- Large print paperback = \$9.99

[audioeditions.com](https://www.audioeditions.com)

- MP3 Audio = \$19.47 (total for 1 per teacher = \$77.88)

[classroomcompletepress.com](http://classroomcompletepress.com)

*Inside Out and Back Again* (novel study guide) print & PDF = \$16.95 (total 1 per teacher = \$67.80)

**Total estimated cost for adoption: \$1,287.87**

**J. Schedules**

This novel unit will be taught in the 3rd trimester.

**K. Evaluation Procedures**

Formative Assessments, MAP Reading Assessment, Writing Rubrics

**L. Follow up**

NA

**M. Other staff affected**

All other staff involved are 6th grade teachers who have approved the novel.