

Vicksburg Community Schools Proposal Form with Guidance

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.

- 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

 - 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). Use *Purchase Requisition form to itemize costs.

 - 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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Title of Proposal: Warriors Don't Cry

Proposal Author(s): Dan Ouellette

Department and Curriculum Area: English Building: VHS

Committee Members: Chris Kosiba, Kathy Forsythe, Dan Ouellette

Principal's Signature:



5/11/17

Completed Proposal Form 2017 4/20/2017

Proposal Background & Overview:

Proposal History and Background.

In most of our English classes we like to have a long anchor piece around which we can build and adapt the thematic units of instruction. In the first marking period of English 3 we use Arthur Miller's *The Crucible* as our centerpiece; in the third marking period we use John Steinbeck's *Of Mice and Men*; and in the fourth marking period we use Ray Bradbury's *Fahrenheit 451*. We haven't had an anchor piece of literature during the second marking period for many years.

English 3 is traditionally a class in American literature, and the junior volume of our literature series, *The Language of Literature*, which we have used since 2000/2001, is an American literature textbook. As our curriculum proceeds through American literature chronologically, the second marking period is when we explore Romanticism, along with Gothicism and Transcendentalism. We study foundational American writers such as Ralph Waldo Emerson, Walt Whitman, Edgar Allan Poe, and Henry David Thoreau.

Targeted School Improvement Goal/Objective: 76% of All Students will demonstrate student proficiency (pass rate) at the high school level in English Language Arts by 06/09/2017 as measured by the SAT portion of the M-STEP.

Complete Description of Proposed Change(s):

Major changes, components or strategies of proposal.

Our curriculum is constantly evolving, and the implementation of the SAT as our state assessment has led us to make a lot of changes in the past few years, not the least of which has been a heavier emphasis on nonfiction. Additionally, our department has been increasingly concerned by the lack of representation of writers of color or from diverse backgrounds. We feel that we have a responsibility to all of our students to expose them to diverse viewpoints to help them understand their world.

The VHS English Department has selected *Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High* by Melba Pattillo Beals to supplement our American literature textbook in English 3. This particular text was chosen as it meets a number of instructional goals for our students: 1) representation of writers of color or from diverse backgrounds, 2) heavier emphasis on nonfiction, 3) provides a long anchor piece within our second marking period focus Romanticism, Gothicism, and Transcendentalism.

Implementation Plan:

Implementation strategies

In addition to addressing our desire to introduce more writers of color, *Warriors Don't Cry* fits in well with the curriculum as it currently exists. In our study of Transcendentalism, we have made the connection between Thoreau's "Civil Disobedience" and Mohandas Gandhi's adaptation of Thoreau's principles in his work to free India from British rule. Further we have made the connection between Thoreau and Gandhi to the life and work of Dr. Martin Luther King, Jr. in the American civil rights movement. *Warriors Don't Cry* will serve as our centerpiece for in-depth exploration of these foundational American concepts of civil responsibility, civil justice, and human equality. We'll use essays, memoirs, letters, and video clips from Thoreau, Gandhi, and King to flesh out these ideas in important ways to provide a more significant context for Patillo Beals' memoir.

This unit occurs during the second marking period, beginning in early November.

See *Textbook/Resource Proposal Form* for an outline of the anticipated costs.

Anticipated/Expected Impact:

Proposal outcomes

This book will allow us to continue to address every state standard that we have identified as essential. It also gives our students an opportunity to read literary nonfiction that is longer than the short articles that we routinely use with them for SAT preparation.

Proposal Evaluation Plan and Student Achievement:

Evaluation and assessment

We expect this resource 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.

Dates of Anticipated Review and Action: DSISC: Click here to enter text.
text.

5/12/17

BOE: Click here to enter

5/8/17

*Include Attachment

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

Date Received: Click here to enter a date. 5/2/17

Comments on proposal:

Click here to enter text.

RESPONSE:

Need more information: Click here to enter text.

Need to consult with:

the building principal(s) affected by this proposal

curriculum area chairperson

Other: Click here to enter text.

Proceed as outlined in the proposal



Director of Curriculum and Instruction

5/2/17

Date



VICKSBURG COMMUNITY SCHOOLS
TEXTBOOK/ RESOURCE PROPOSAL FORM

1. Title of textbook/resource recommended: Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High, by Melba Pattillo Beals

Proposed for (class(es) or grade level(s)) English 3

Publisher: Simon Pulse

Edition: Abridged Edition

Copyright: 1995

a. Name/Phone number of company representative who was contacted:

Name: None Phone: None

2. Textbook/Resource to be replaced/or updated: None

(Attach a copy of "Textbook and Resource - Inventory Deletion Form")

3. Total Cost of proposed textbook/resources \$1229.80

(Attach a copy of the publisher's cost proposal)

4. Yearly Cost of consumable texts and/or other materials \$0

Describe:

A copy of the Vicksburg Community Schools Purchase Requisition form must be completed and attach.

Handwritten signature of David Delt

Person Submitting Proposal

Handwritten signature of Principal/Administration Liaison

Principal/Administration Liaison

Handwritten signature of Director of Curriculum and Instruction

Director of Curriculum and Instruction

Syllabus: English 3

I look forward to working with each one of you. During the next year, we will work together to develop your writing, reading, speaking, and responsibility skills. Our classroom expectations are as follows:

WORK HARD
BE NICE
TAKE INITIATIVE
DO QUALITY WORK

English 3 is designed to prepare 11th grade students to write and think critically. We will focus on classic literature in thematic units, also including current articles. Students will write daily, often practicing the ability to defend a position or analyze a persuasive piece using rich, supporting details. We also expect students to improve their grammar skills.

Curriculum Basics:

Semester I

The Crucible

Pieces from The Romantic Period

Poetry and Short Stories

Non-fiction articles and readings

Direct Writing Instruction

Writings include: On demand activities, formal writing, and narratives

Punctuation Rules: includes commas, semi-colons, colons, and dashes

Academic vocabulary skills

Continued writing and rhetorical instruction

Semester II

Of Mice and Men

Fahrenheit 451

Poetry and Short Stories

Non-fiction articles and readings

Formal Analysis Essay Instruction, practice, and assessment

Writings on-demand writing and creative writing opportunities

SAT mini lessons and preparation work