

Curriculum, Assessment & Professional Practices Committee

Thursday, October 6, 2022 7:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT
06801

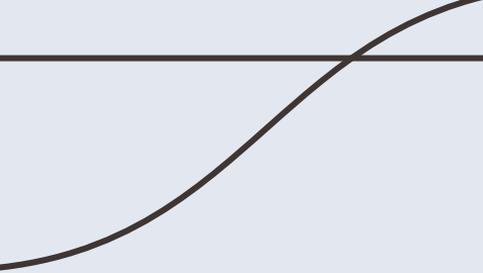
1. English 11/12 & English 21/22 Curricula

2. Public Comment

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

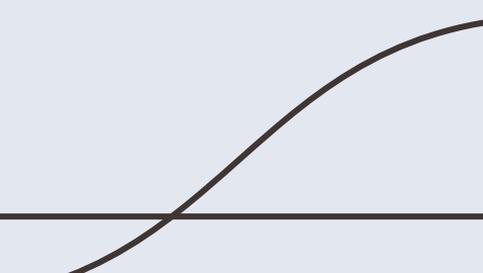
Speaker(s): Policy
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3. Adjourn



Bethel High School English Curriculum

Freshman and Sophomore English
College Preparatory and Honors



Pre-UbD Reflection: Where did we want to go as a department?

- Need for direct reading and writing instruction at the high school level
 - Build-in more direct instruction on how to be a successful student (EF, EI, GCs)
 - Evaluating our book room inventory: need a variety of texts regarding length, interest, and diverse perspectives for our readership
 - Assessments that reflect critical thinking in more diverse ways
 - More autonomy and confidence in reading and writing
 - College Prep and honors level should have both complementary and divergent approaches
 - Some class activities and learning opportunities support engagement more than others and we should harness those techniques
 - We have a critical imperative to offer and teach to civil discourse and active listening during challenging conversations (best practice and our standards)
 - Challenging topics such as class disparities, racial inequities, and contemporary social conflicts will be covered through some of our texts
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Classroom texts and our Readership

1. **Text Inventory: Who are our students and who is represented in the reading?**
 - a. Mapped out all resources used and then assessed the variety of authors, genres, and perspectives
 - b. Identified places in the curriculum that were unbalanced
 - c. Considered text swaps that made sense for unit goals
2. **Challenges to texts: Where do we stand?**
 - a. Affirmed our approach to challenges versus removal
 - i. Offering an alternative text when requested
 1. Student choice is built into many units
 - ii. Affirm with students and parents why text has merit
 - iii. Communicating with parents
 1. Course Syllabus
 2. District site
 3. Unit Overviews on Google Classrooms
3. **Language in the classroom**
 - a. Pre-reading discussions about upcoming language and content, as deemed appropriate
 - b. Sensitive language needs to be proactively acknowledged but not at the expense of a safe classroom environment

Significant shifts in new curriculum:

- ★ **Essential Questions/Approach to Units**
 - Concept-based to skill-based, purposeful instruction
 - Ex., English 12: “What is the effect of moral choices on individual and society?” (Unit 1: The Blueprint, 2016)
 - **versus:** “What universal reading skills are required to formulate accurate and meaningful interpretations of texts?” (Unit 1: Readers and Writers Boot Camp, 2022)
 - Kept Common Core State standards at the center of the learning but **prioritized** in each unit for instruction, practice and assessment.!

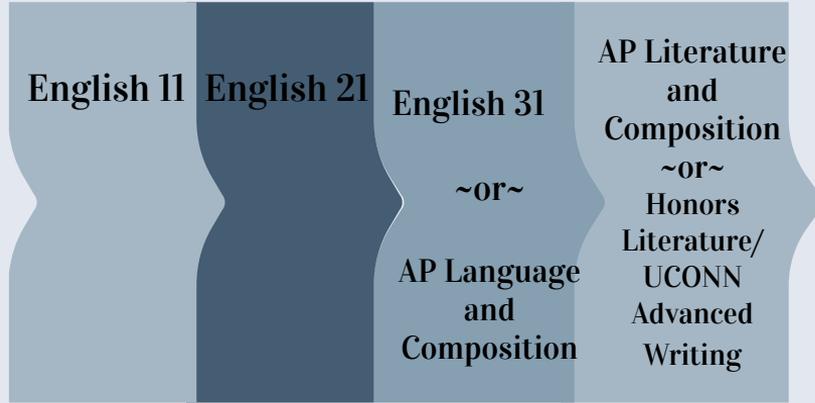
- ★ **Unit Texts/Reading materials**
 - Move from single long text per unit to various lengths
 - Consideration of genre, culture, and diverse voices
 - Brought in more contemporary options
 - Built in more, interdisciplinary supportive pieces
 - Maintain student choice in various appropriate ways

- ★ **Assessments**
 - Move toward performance-based tasks that honor real world application
 - Writing assessments in various modes: analytical, creative, investigative, and personal
 - Skills that have a vertical impact
 - Inquiry (Gr. 10-12)
 - Written voice and personal writing(Gr. 11-12)
 - Speaking to professionals (Gr. 11)

- ★ **Unified Learning Targets**
 - Grade-level learning targets that set framework for learning in the unit
 - Supports equity and balance for all students in the course
 - 2-dimensional, incorporating content and Global Competency language

Honors Courses: Critical Differences

Vertical Progression of English Honors Program:



★ Purposeful approach to Pre- AP skills

- Larger emphasis on “writing on demand” assessments
- Scoring rubrics modeled after AP rubrics
- Exposure to both canon and contemporary classics

★ Rigor

- Layered responsibility for preparedness (reading and note-taking)
- Reading schedule

★ Typical unit differentiation (Eng. 12 vs. 11)

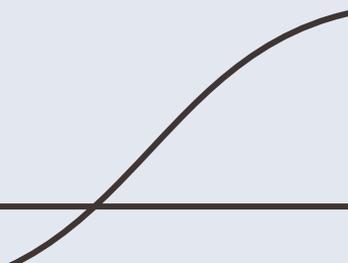
- Unit 1: Texts/Summer Reading
- Unit 3: Focus on Author’s craft
- Unit 5: Patterns in Literature

Freshman English Unit Sequences

English 12 Curriculum Map

- I. Readers and Writers Boot Camp
- II. Contemporary Literature
- III. Inquiry
- IV. Adolescent Identity
- V. Courage in the Face of Adversity

English 11 Curriculum Map

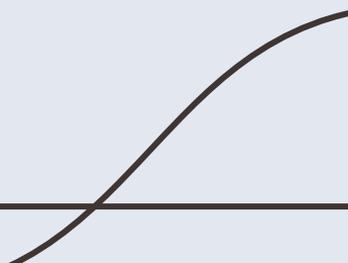
- I. Readers and Writers Boot Camp
 - II. World Perspectives
 - III. Inquiry
 - IV. Language in the form of Love
 - V. Mythos and Archetype
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Sophomore English Unit Sequences

English 22 Curriculum Map

- I. Critical Reading and Writing
- II. Creativity and Genre
- III. Mankind's Essential Illness
- IV. Research
- V. Ambition and Power
- VI. Teacher's Choice: Contemporary Voices

English 21 Curriculum Map

- I. The Transformative Power of Storytelling
 - II. Villainizing the Other
 - III. Restorying the Narrative
 - IV. The Power and Problem of 'I'
 - V. Literary Criticism
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Sample Unit: English 12, Adolescent Identity

Transfer Goals

ELA Transfer Goal 1: Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.

ELA Transfer Goal 2: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

G.C. C&I Transfer Goal: Students will be able to exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

State Standards

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.3 (L.9-10.1B) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Understandings: Students will Understand that...

- ❖ Analyzing various texts allows us to better understand ourselves and the world in which we live.
- ❖ Our identity changes as we develop biologically and within our socio-cultural context.
- ❖ Carefully-controlled diction has a significant impact on how clearly authors communicate with their audiences.

Anchor Texts

- ❑ *Romeo and Juliet*
- ❑ "Adolescence and the Teenage Crush"
- ❑ "Fear Prompts Teen to Act Impulsively"
- ❑ "Parents Guide to Why Teens Make Bad Decisions"

Assessments

1. Various Timed Writings (Writing on Demand)
2. Who's to Blame? (Argument)
3. One-Act Play (Creative)

Sample Unit: English 21, Villainizing the ‘Other’

Transfer Goals

ELA Transfer Goal: Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective and intended audience.

ELA Transfer Goal: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

GC CT Transfer Goal: Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.

GC Collaboration Transfer Goal: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.

State Standards

RL/1 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL/1 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL/1. 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

SL. 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Understandings: Students will Understand that...

- ❖ Reading a traditional narrative in a new perspective can provide new or enlightening insights
- ❖ Hegemonic social values create and marginalize “others” to the detriment of individuals and society as a whole
- ❖ Formalist literary criticism is only one method for considering or analyzing a text
- ❖ Connecting ideas across a variety of texts can highlight new meanings
- ❖ Writers use their voice and style to engage audiences
- ❖ Collaboration and critical dialogue can broaden or deepen understanding of a text

Anchor Texts

- ❑ *Beowulf*
- ❑ *Frankenstein*

Assessments

1. Various Timed Writings (Writing on Demand)
2. Beowulf Creative