

Board of Education Curriculum, Assessment & Professional Practices Committee Meeting

Thursday, December 7, 2023 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. **Literary Arts Publications Curriculum**

2. **English 31 & 32 Curricula**

3. **Creative Writing Curriculum**

4. **New Business**

5. **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.)

6. **Adjourn**



“Don’t wait for inspiration. It comes while working.” Henri Matisse

Literary Arts Publications And Creative Writing



Bethel High School



Creative Writing

Creative Writing is a long-celebrated elective course available to grades 10-12. In this class, students will be exposed to various genres of creative pieces and work on their own expression through writing.



"Move over,
Stephen King"



Units of Study/ Curriculum Map

In the following units, students journey through the process of creative writing. Skills builds upon each other, and are structured to challenge those in various stages of their own creative process.

- Entering the World of Creative Writing
- Exploring Genres
- Revision to the Publication Process



Sample Unit of Study: Unit 2, Exploring Genres

Highlighted skills

- Recognize and assess genre conventions used in different medium
- Utilize various genre techniques, strategies, and conventions to appeal to a specific audience
- Determine the purpose of precise word choice, structure, and tone in genre writing
- Compose original creative pieces that effectively convey meaning as well as aesthetic impact
 - Adeptly use a variety of literary devices
- Determine structure to engage an audience
- Provide feedback to peers via Writer's Workshop
- Reflect on and refine work based on peer/ teacher feedback...

Sample Mentor Texts:

The Night Country (Stewart O'Nan)
"When the Yogurt took Over"
(vimeo)
"The Apartment of Dead Love"
(David Yoon)
"The Youth in Asia" (David Sedaris)

Performance Task:

Students compose genred, original pieces using specific prompts and then the Writer's Workshop Evaluative Process to provide feedback for student authors to finally edit and polish their pieces using the Workshop Revision Process.

What is Literary Arts?

Literary Arts is a course designed to introduce students to the process of taking content acquisition to publication and distribution...



I hope I make the magazine!

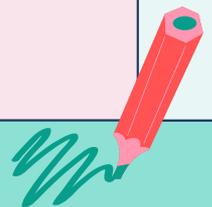


Central elements explored

“Go for broke. Always try and do too much. Dispense with safety nets.” Salman Rushdie



Elements of and Quality Writing	Assessing submissions for publication and ranking- including, but not limited to poetry, short fiction, non-fiction, lyrics, creative prose
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Skills and Dispositions

“None of us is as smart as all of us” -Ken Blanchard

Global Competency Transfer Goals

Creativity and Innovation:

Develops an idea or product that is useful and valuable to a broad audience.

Critical Thinking:

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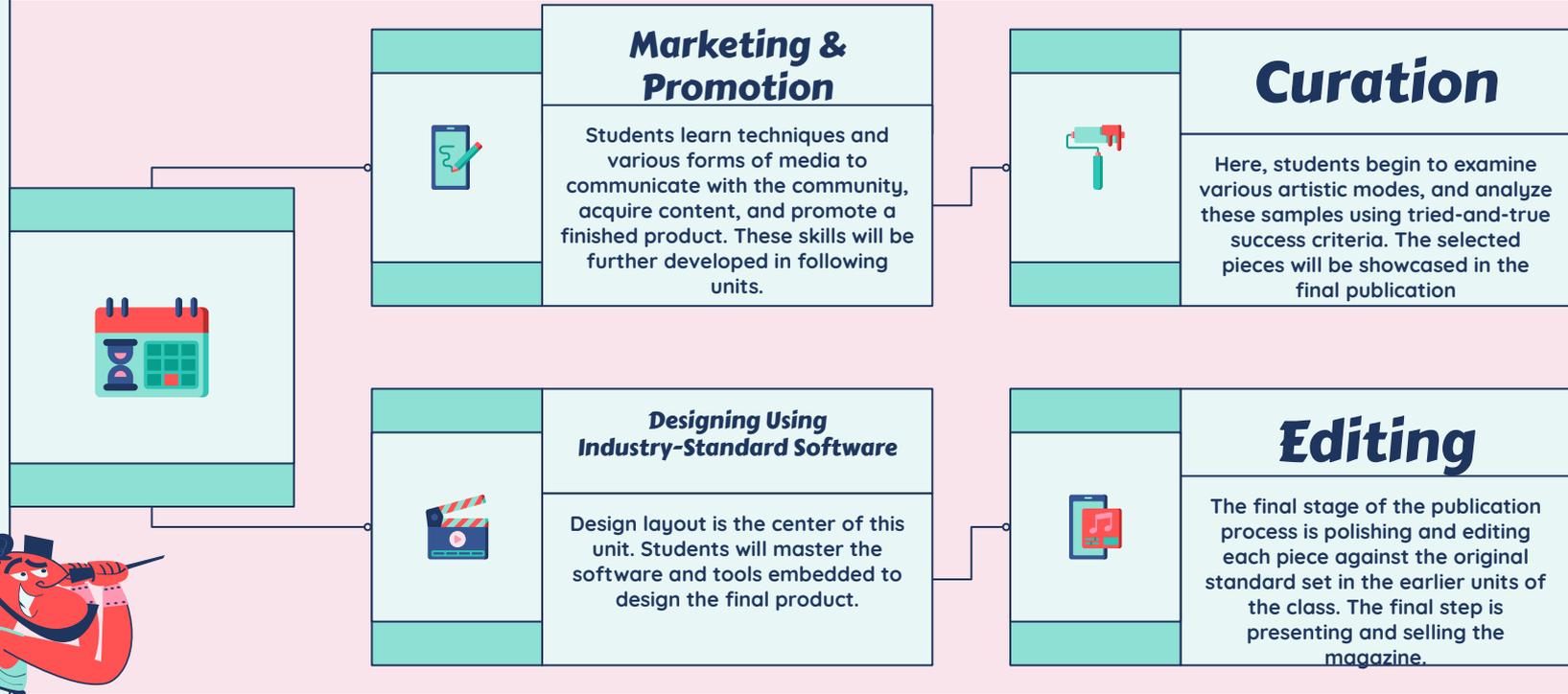
The History of Mirage

- “A Long time ago...” -Gary Lawlor
- Began as a publication in the English department, celebrating creative written, photographic, and artworks by students
- Morphed into an award-winning (NCTE- National Council of Teachers of English) comprehensive art and literary magazine using submissions from across the school.
- Highlighted prose, poetry, photography and art
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“Creativity takes courage.”

Units of Study and Curriculum Map



Key Performance Tasks

Hooray!



Marketing Plan

Software Bootcamp

Critique

Students develop a marketing plan to increase student submissions, sales, and student interest.

Students learn the Adobe Suite, specifically Photoshop & InDesign, through creating original work like this sample task.

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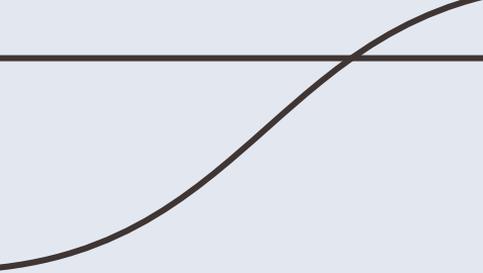


This 'zine rocks!



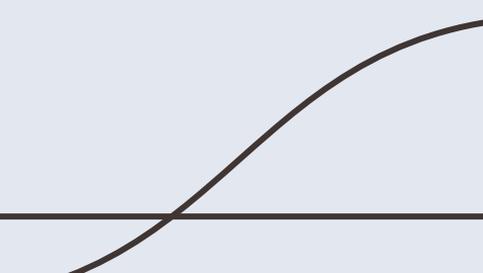
Questions?



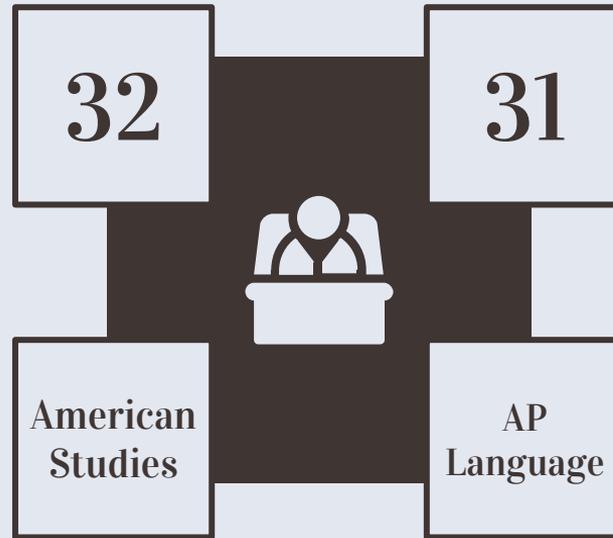


Bethel High School English Curriculum

Junior English
College Preparatory and Honors

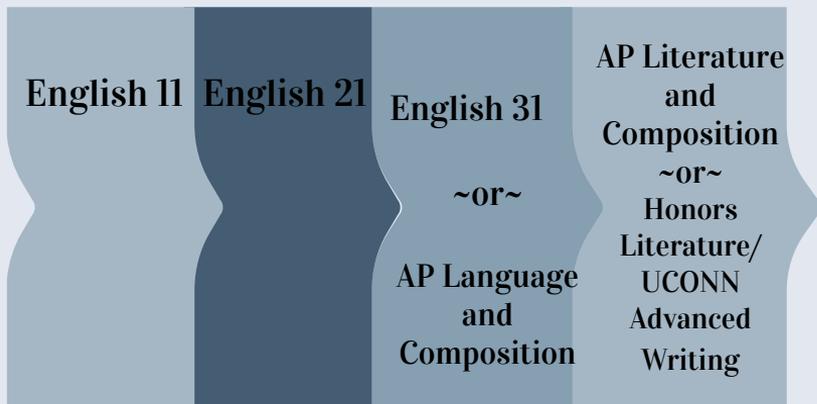


Options for Junior Year



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
- ★ **Course Similarities**
 - Rhetorical analysis/argument writing
 - American Identities and Voices
 - First person-narrative voice in reading and writing

The Career Research Project

Students will use skills relating to research, speaking and listening, executive functioning, and formal presentation in order to explore topics related to careers of interest.

Steps that students take:

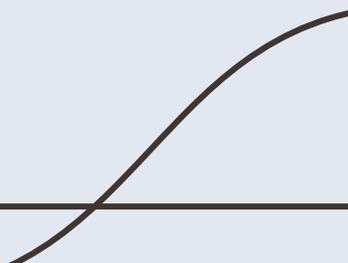
- Personality Quiz/Interest forms/Naviance
 - Career Day
 - Resume building
 - Interview with a person in the field
 - *Opportunity for Job Shadow
 - Research
 - Reflection and presentation of Conclusion
-

Junior English Unit Sequences

English 32 Curriculum Map

- The Art of Rhetoric
- Examining Life through Various Lenses
- The Power of Storytelling
- Inquiry/Memoir

English 31 Curriculum Map

- The Classic Approach: Patterns in Literature
 - Timeless Concepts and Cultural Connections in Literature
 - The Art of the Argument
 - Diverse American Voices through Verse
 - American Dreams: Theirs and Mine
- 

Sample Unit: English 32, “Rhetoric, the Art of Persuasion”

Essential Questions:

1. What techniques and strategies make writing interesting and effective? How can those strategies engage in a variety of ways?
2. What strategies in writing and speaking can be used to manipulate an audience’s perspective on a topic?
3. How does an understanding of rhetoric aid in analysis and critique of various mediums?

Sample Learning Targets:

Students will be able to recognize media bias in various mediums and draw conclusions about the consequences of media bias. (GC: Reasoning)

Students will be able to work collaboratively in small groups to come to a consensus/agreement to determine types of bias used in various mediums. (GC: Initiative)

Performance Tasks in Unit 1: Rhetoric

“Persuade Me”

Students use rhetorical appeals and techniques to persuade their audience the validity of an audacious claim

Rhetorical Analysis

Students select a rhetorical sample from a variety of options and then offer a formal analysis of the efficacy of the rhetorical appeals used in the piece.

Rhetorical Summative

Students select a mode of rhetoric (speech, product, rant, editorial, etc.), and considering message and audience, create and present a polished argument piece.

Sample Unit: English 31, “Diverse American Voices through Verse”

Essential Questions:

1. What visual and functional differences exist between poetry and prose?
2. How does a poet’s craft of a poem reveal purpose?
3. How does figurative language and diction lead to meaning with readers over time?
4. Which poets capture the American experience of individuality?

Sample Learning Targets:

Students will be able to recognize how sound and prosody function in a poem

Students will examine black poetic voices from various times in American history to uncover patterns and divergences that lead to theme.

Students will use personal readings and practiced understanding of poetic elements to formulate ideas and present them in a formal presentation

Performance Tasks

Unit 4: American Voices through Verse

- A. Students study two poems by black poet Langston Hughes “The Negro Speaks of Rivers,” and “Theme for English B,” and then examine contemporary poet Tupac Shakur to find the connection in form, style, subject, and messaging, culminating in a Quick Write
 - B. Students self-select a poet that they want to explore and present their Formal Poetic Analysis.
-

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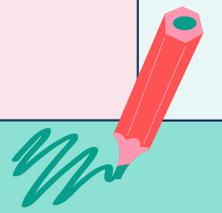


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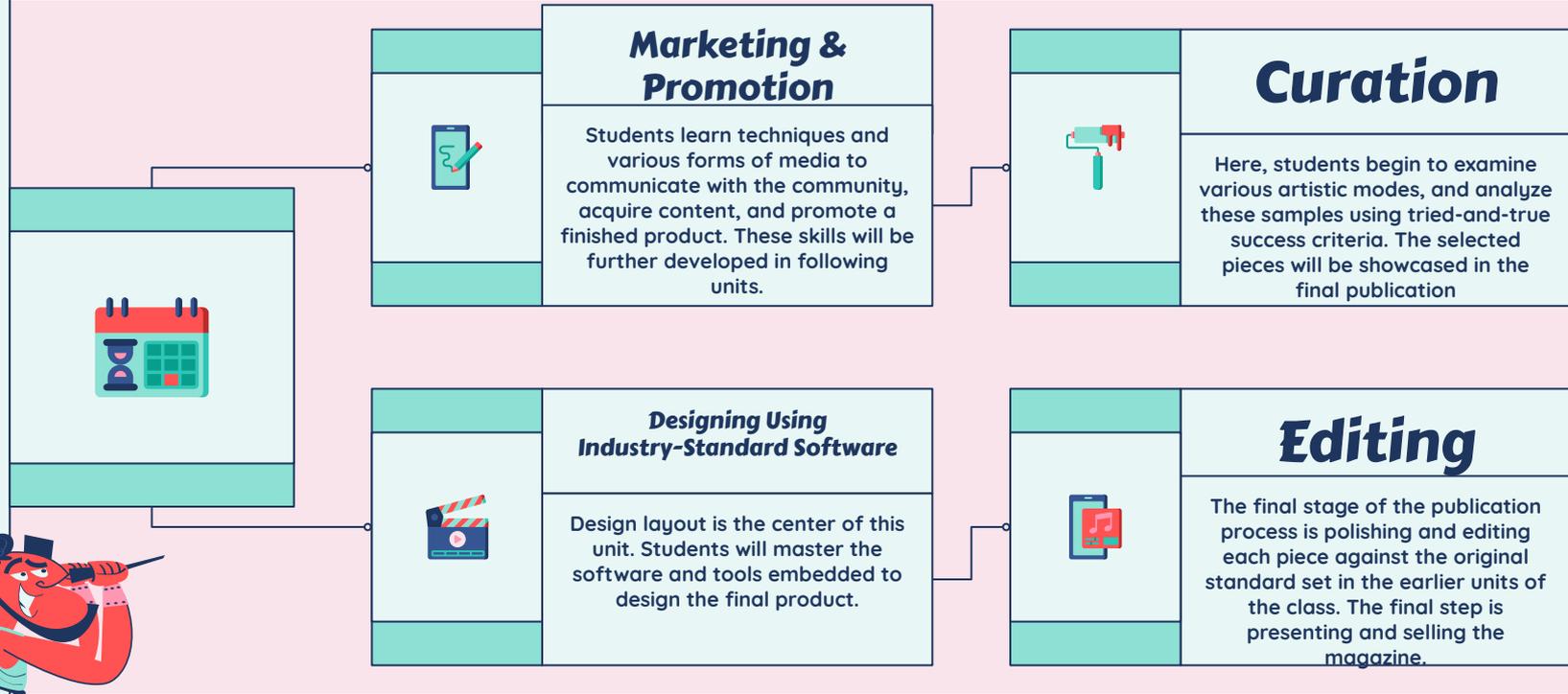
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