

## **Board of Education Curriculum, Assessment & Professional Practices Committee Meeting**

Thursday, April 3, 2025 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. ELA Department**

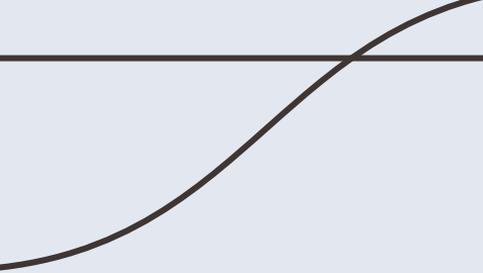
- **Science Fiction and Fantasy Curriculum**
- **Gender Studies Curriculum**
- **Honors Literature**

### **2. New Business**

### **3. 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.)

### **4. Adjourn**

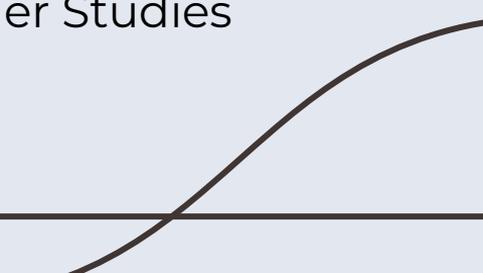


---

# Bethel High School English Curriculum

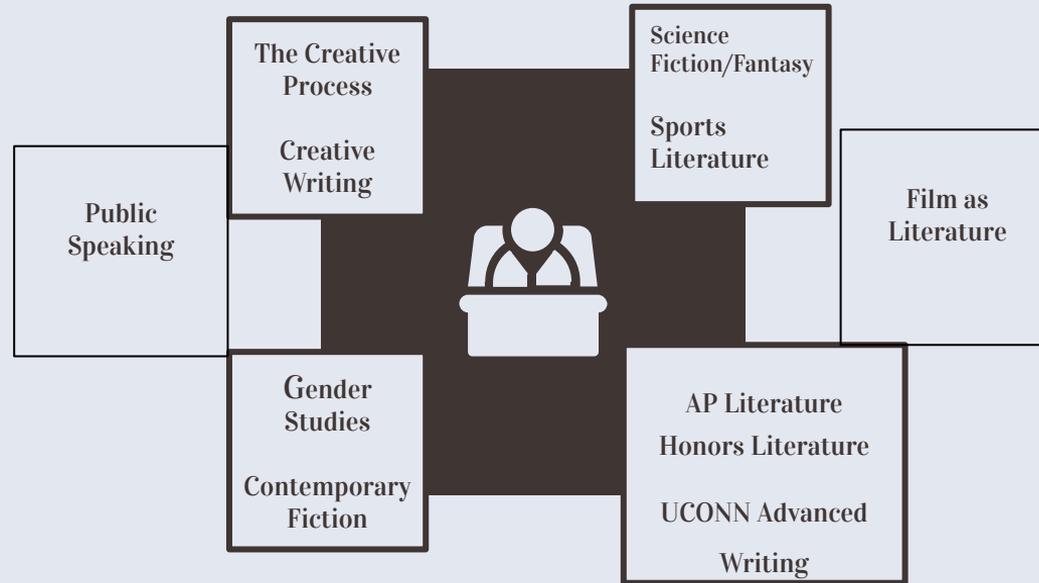
## **Senior Semester Options**

Honors Literature, Science Fiction and Fantasy, Gender Studies



---

# Senior Options for English Credit



---

# Senior Semester Options: Variety and Purpose

## ★ **Variety of Options**

- Student interest surveys (2017-2018); ongoing in courses
- Focus on relevancy, interest, talents, and passions
- Semester system
- College credits available for some courses (AP Literature, UCONN Advanced Writing, Creative Writing\*, Public Speaking\*, Film as Literature\*)

## ★ **Balanced Curriculum**

- Focus on “life beyond” skills: communication, non-fiction reading, personalized writing, performance tasks that challenge and assess soft-skills
  - Acknowledge shifts in technology
  - All have elements of self-reflection
  - Elements of each unit that encourage fun and exploration
-

---

# Senior Semester Credit Options

## Science

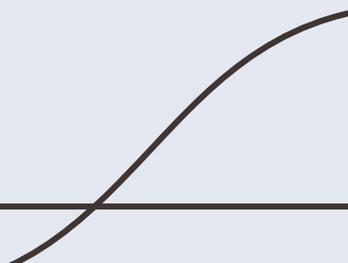
### Fiction/Fantasy Curriculum Map

- The College Essay/Personal Narrative
- Fantastic Voyage
- A Glimpse into the Future

### Gender Studies Curriculum Map

- The College Essay/Personal Narrative
- The Western Microcosm of Gender
- The Macrocosm of Gender

### Honors Literature Curriculum Map

- The College Essay/Personal Narrative/Contemporary Tragedy
  - Society and the Individual
  - The Language of Tragedy
- 

---

# Sample Unit: Science Fiction “A Glimpse into the Future”

## **Essential Questions:**

1. How do we better understand ethical and unethical behavior by reading science-fiction?
2. What is science’s ethical and moral responsibility to humanity?
3. How can society explore and innovate while still ensuring human safety?
4. How can science fiction be a predictive warning for society’s future?

## **Sample Learning Targets:**

**Students will be able to identify the conventions of science-fiction and the relationship between the literature and real world events.**

**Students will be able to present relevant conclusions using well-selected evidence and the appropriate mode for the audience (IE: debate, presentation, formal writing, etc.)**

**Performance Task: AI and Podcasting: Students will create a 3-minute TED Talk or podcast about a personal memory, develop a written narrative, and compare a self-recorded version with an AI-generated version. They will reflect on AI's role in storytelling and determine whether or not they endorse its use.**

---

---

# Sample Unit: Gender Studies, “The Macrocosm of Gender”

## **Essential Questions:**

1. How do cultural and societal/global norms shape our understanding of gender roles, and how have these norms evolved over the past 150 years in different parts of the world?
2. How does the intersection of factors such as culture, history, and individual experience influence one's personal understanding of gender, and how might this understanding differ across global contexts?
3. How have the various texts and cultural explorations in this course challenged or transformed your initial understanding of gender, and what new insights have you gained about gender roles and expectations globally?

## **Sample Learning Targets:**

**Students will be able to reflect on and discuss contemporary (GLOBAL) gender issues while improving their speaking and listening skills.**

**Students will be able to research, analyze, and present a comprehensive study of gender roles and expectations in a specific country, considering both historical and contemporary contexts.**

**Performance Task: The Global Exploration of Gender: Students will research and reflect on how gender is defined and shaped by various cultures around the world**

---

---

# Sample Unit: Honors Literature “Contemporary Tragedy/College Essay”

## **Essential Questions:**

1. How do personal narratives express crucial understandings of the individual?
2. What techniques are used by authors to inspire change or create understanding amongst global and local citizens?
3. Why do we read global contemporary texts?

## **Sample Learning Targets:**

**Engage** in a respectful, academic discussion by actively listening, responding thoughtfully, and building on the ideas of others

**Assess** the use of structure, tone, and rhetorical strategies in writing to determine how these conventions shape meaning and impact the reader.

**Performance Task: The Personal Narrative/College Essay:** Students create a personal piece of writing that celebrates their perspective, values and experiences using their own voice. This task asks students to reflect, provide feedback in various ways, and refine their writing to make a final product that is expressive and authentic to themselves.

---

---

**QUESTIONS?**

---