



## CURRICULUM COUNCIL AGENDA February 20, 2020

Members Present: Angela Heffner, Wanda Miller, Cathy Collins, Patrick Horstman, Julie Stewart, Fran Mort, Jill Ackerman, Jackie Blosser, Matt Quatman, Joel Steinmetz, Kristin Lee, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher *purple not in attendance*

Old Business-

***Too Good for Drugs*** Update – Angie H. and Matt Q.

Only South has done it so far. Others didn't think it fit with character lessons.

**Becoming a Reader** Program Report Update – Jill A. with special guests Chandra N., Julie B. and Jennifer A.

1-2 (possibly late KG) Phonics program "BAR" for short, explicit phonics deficit instruction. Used during small group intervention time for those not benchmarking on ORF from aimswebplus. Because of use of program in first grade last year, there are very few second graders who needed to continue with phonics program. Fourth grade small group has decreased from beginning of the year as they have "graduated" to just regular instruction. Does not help with SWD because their deficits are actually before these interventions (Haggerty). 15-20 minutes a lesson and groups of no more than 6 students. \$1000-1200 per building one-time fee.

*See attached data sheets FEB/CC 1-2.*

**ELA subcommittee to review the BAR program and Freedom data and return to Curriculum Council their findings by next CC in March.**

New Business –

**Agriculture Business Syllabi and textbook for adoption – Wanda M. with special guest Danial Maltsbarger**

Four courses. Two Texts (\$97 per book each) and iCEV online program (\$850 per year plus \$10 per student.) Classroom copies of textbooks only needed and they would not be assigned to students. Texts come with digital access to site. Mrs. Ackerman suggested that the grading scales be checked to make sure they match the board approved version.

*see attached syllabi FEB/CC 3-7*

**Joel moved and Patrick seconded the motion to approve the syllabi and textbooks. Approved without dissent.**

**H.S. course addition proposal- Officiating Class (PE) – Fran M. with special guest John Zell**

For Juniors and Seniors beginning 2020-21. Commitment from outside officials to come in to participate in the rules certification part of the course. Also push from OHSAA to get more students involved in officiation. Level II or III certification good for levels up to JV games. Other high schools are offering similar courses in area. There is a severe shortage of officials for middle level games. Students will get course credit even if not certified. PE teacher will teach the sport, but certified officials will do the actual certification preparation. \$65 for certification for each sport is to be paid by student. The number of sections is to be determined based on student interest. It is a full year elective course for half a credit.

**Matt moved and Jill seconded a motion to approve the new course. Approved without dissent.**

### **H.S. course addition proposal – Career Transitions- Fran M. and Wanda M.**

Career development and exploration for sophomores. Family and Consumer Science certified teacher would have to be the teacher of the class. It would not require an additional teacher. Students will have better understanding of all the vocational programs offered by LSH, including DECA, so they can make a better informed decision as sophomore if planning to pursue a field as a junior. Students would choose two to three programs to shadow during this course. Career Tech teachers will not have any added work other than hosting the students in their class.

*See attached course description. FEB/cc 8-9*

**Jill moved to accept this course addition. Seconded by Patrick. Approved without dissent.**

### **H.S. course addition – Advanced/Achievement English 12 – John Parent**

The course would follow same pacing guide as Regular English 12, but would be centered on Fairy Tales. There would be an expectation of extensive writing both non-fiction and creating their own fiction tales. *Folk and Fairy Tales* is the text that would be used. No cost was shared at the meeting. The anticipate that interest might be about 12-17 students per section with probably one section for 2020-21.

There would be similar pre-requisites for participation as other Achievement classes.

*See attached written description. FEB/CC 10-15*

**Pete moved and Angie seconded a motion to accept the new course. Approved without dissent.**

## **Committee Updates**

### **Arts –**

Blues in the Schools Week is next week at Liberty Arts. Chicago Blues artist Gerry Hundt will be working with 8th graders M-TH afternoons, with a performance Friday at 9am.

The final Lima Symphony Orchestra conductor candidate will be visiting West orchestra classes in the afternoon of March 5. Maestro Steven Jarvi will be speaking with students as well as working with them on a piece of music.

Thirteen LSH students had artwork selected for the Kewpee High School Invitational Exhibit at ArtSpace/Lima. This is not only a record number, Lima had the most artwork accepted out of the 18 regional schools who entered work. We also had 3 students win awards: Tommie Jefferson- 1st place in Printmaking, Elsbeth Nelson- 3rd place in Printmaking and Richard Lee- 2nd place in Mixed Media. *Submitted digitally by email 2/20*

### **Career Tech –**

Still working on scheduling for next year's Junior classes. Three programs already have waiting lists.

### **ELA –**

*Building coaches worked together to assess students in grades 8 - 10 that were identified by their building as below level in reading. Students were assessment on oral reading fluency, phonics, and phonemic awareness. At the DLT next week, the data compiled will be analyzed to determine deficit areas and make recommendations for intervention. From there the Urban Literacy Consultant, high school department chair, high school coach, middle school coach and ELA Implementation Team middle school members will meet to create a reading course proposed for the high school intended to improve reading skills for struggling readers in grades 9 - 10. Work has begun on the course proposal, but the team is not ready to present it to Curriculum Council until all of the data has been reviewed and the discussion at DLT has taken place. Preliminary observation from the building coaches sharing appears that at the eighth grade level, students struggled with phonemic awareness and phonics skills and at the 9-10 level the deficit seemed to be oral reading fluency due to lack of automaticity. The course proposal*

will be shared at the March Curriculum Council meeting once we have had a chance to review all of the data.

An intent to apply for the Comprehensive Literacy State Development Subgrant was submitted to the Ohio Department of Education on Friday Feb. 14. This is a four year grant focused on creating model literacy sites birth through grade 12 in all 16 regions in the state with the goal of each region having a site for each grade band (birth to age 5, K - 5 elementary, 6-8 middle school, and 9-12 high school). The grant has a very tight turn around window with submission due the end of March. Key members of the ELA Implementation Team and select building coaches will be working together to write the grant with a focus on the middle/high school level aligning to the work with the new proposed high school course for reading. Grant requirements include buildings completing the Reading Tiered Fidelity Inventory (RTFI) which was shared with principals last week at their professional development session. In addition a comprehensive District Literacy Plan will be written that reflects the needs identified in the RTFI.

Textbook adoption is in process for grades K-6 ELA core curriculum. Currently there samples from two programs with National Geographic (Performance and Reading for Real), HMH Into Reading, McGraw Hill Wonders 2020, McGraw Hill Open Court (K - 5), Amplify CKLA, and Zaner Bloser Super Kids K-3 in the district with buildings receiving the HMH and McGraw Hill samples. The other companies are currently being reviewed by the core textbook committee before requesting additional copies to be sent to all of the buildings. There may be two - three additional resources for review once further research has been completed. Building principals K-6 will receive a link to the textbook evaluation rubric on Friday and will be asked to share it with staff. We are asking that each building invite the ELA teachers to review the samples and complete the rubric. Results for the rubric survey will be used to narrow the selection and set up presentations. Presentation dates are being held for March/April with the timeline of bringing a recommendation to Curriculum Council in May for the ELA textbook adoption K-6.

I am currently attending the ODE sponsored Literacy Academy and am focusing my session attendance on adolescent literacy. I have been able to talk with some other district administrators at the middle/high school level through panel discussion to learn what they are doing to improve literacy achievement in other locations around the state. We are definitely not alone in this challenge. **Submitted digitally on 2/20/2020 by email**

#### **Math –**

ASCEND pilot at West is not working. Students are not focusing on video section to answer questions and thus wasting time.

iReady for 7-8 is still being investigated. Waiting for feedback from teachers.

Summer PD opportunities still under planning/discussion of funding.

#### **Science –**

Nothing new to share with CC.

#### **Social Studies –**

APEX review of credit recovery classes with CTL's is planned for May.

Huntington Bank Reality Days at West went well. South and Liberty to be held hopefully on April 2.

Street Law Class at Senior High is doing the Class Action program, that was previously viewed by Curriculum Council, this week.

#### **Special Ed. –**

SPED profile is being "enhanced" to 98 calculations on Disproportionality. Tiffani Fluga will explain all the changes to principals at their next administrative PD session. District is worried there may be "findings" in regards to student placements (i.e. too many in self-contained classrooms).

**Technology –**

All testing labs have been refitted without N-computers except for North (which is being done this week).

All Dell machines have had audio driver issues that seems to be fixed with new update from Microsoft.

A Second round of N-computer removals will take place during summer in those classrooms that still have them.

BenQ boards will be in all elementary classrooms by summer. Fall in-service to be BenQ training for teachers.

**Motion to adjourn Meeting was made by Matt and seconded by Brian and was approved at 3:03 p.m. without dissent.**

## Becoming a Reader Data

## First Grade 2017-18

Grade	Fall - % proficient	Spring - % proficient
1	30.9%	47.5%

## First Grade 2018-19

Grade	Fall - % proficient	Spring - % proficient
1	43%	72%

- ❖ 26 first grade students at Freedom all year
- ❖ 21 of them needed phonics intervention based on a phonics survey diagnostic and received Becoming a Reader intervention program
- ❖ 12 first grade students moved up a tier

Some thoughts..... We should have tested the students who weren't growing in their ORF score in phonemic awareness and provided intervention in that before we gave them phonics intervention. We are doing that this year.

We are expanding the program this year to include students first grade through fourth grade who are not proficient on a grade level ORF, those students are then given a phonics diagnostic and placed in an intervention that targets the needed skill.

## First Grade 2019-20

	Green	Yellow	Red
August	43%	28%	28%
January	66%	14%	20%

## Becoming a Reader Data

### Mrs. Rope's Fourth Grade AIMSweb Fluency Data 2017-18

Grade	Fall - % proficient	Spring - % proficient
4	12%	100%

This data represents a subgroup of students who participated in the Becoming a Reader Intervention

### Mrs. Rope's Fourth Grade AIMSweb Fluency Data 2018-19

Grade	Fall - % proficient	Spring - % proficient
4	20%	85%

Mrs. Rope's entire 4<sup>th</sup> grade classroom

### Mrs. Rope's Fourth Grade AIMSweb Fluency Data 2019-20

	Green	Yellow	Red
August	33.3%	33.3%	33.3%
January	83.3%	8.3%	8.3%

- ❖ 12 fourth grade students at Freedom all year who were tracked for this intervention
- ❖ 8 of them needed phonics intervention based on a phonics survey diagnostic and received Becoming a Reader intervention program
- ❖ 6/8 student have filled their gaps and no longer need phonics instruction
- ❖ 2 students are still currently receiving interventions

## Unit Syllabus AFNR

### Description:

This course will teach students how to work in groups and develop their leadership abilities through hands on activities. Students will use the opportunities the FFA provide for growth and build upon their interpersonal skills. Students will use the natural resources animal science unit to understand production and to make sound decisions in human relations. Students will explain and demonstrate the basics in plant production and harvesting in helping make sound decisions as a consumer & producer. Other topics in this class are: Parliamentary Procedure, Public Speaking, Woodworking, Accounting Skills, Small Engines, Intro to Welding, and Fabrication.

### Unit Objectives

Students will be able to:

- Research careers – food science and agronomy
- Demonstrate parliamentary procedure
- Describe the major animal breeds
- Communicate with peers and give effective presentations
- Understand the importance of natural resources and wildlife in the agriculture
- Demonstrate safety protocol
- Demonstrate accounting and business skills with their SAE

### Text Resources

All text books for this class will be located in the Ag room. We also will utilize the internet/online resources for educational training. A lot of material for the class can also be found on the schools website.

### Evaluation:

- Homework, Test, & Quizzes
- Projects
- Shop Safety
- Classroom Participation
- FFA Activities, Meetings, & Record Keeping
- Supervised Agricultural Experience (SAE)

### Grade Scale:

97%-100=A+, 93%-96=A, 90%-92=A-, 87%-89=B+, 83%-86=B, 80%-82=B-,

77%-79=C+, 73%-76=C, 70%-72=C-, 67%-69=D+, 60%-66=D, 0%-59=F

### Textbook/Resources:

- Principles of Agriculture, Food, and Natural Resources, 1st Edition
- iCEV online Ag Curriculum

## Unit Syllabus Animal & Plant Science

### **Description:**

This course will focus on two key parts of the agricultural industry: Animal Science & Plant Science. In Animal Science the students will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and biosecurity standards. In Plant Science the students will learn the concept of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course students will grow their business and leadership skills as well as be active in FFA events.

### **Unit Objectives**

Students will be able to:

- Research careers – Livestock Production & Plant Biotechnology
- Demonstrate parliamentary procedure
- Describe animal body systems
- Understand different animal behaviors
- Understand Animal reproduction & genetics
- Communicate with peers and give effective presentations
- Properly identify different soil types
- Properly classify plant species
- Demonstrate proficient understanding of water and air quality as it relates to the agricultural industry
- Develop a new food prototype and market towards consumption
- Understand plant nutrition & biotechnology
- Understand Plant reproduction & genetics
- Create an Integrated Pest Management (IPM) plan relating to a assigned population
- Demonstrate safety protocol
- Demonstrate accounting and business skills with their SAE

### **Text Resources**

All text books for this class will be located in the Ag room. We also will utilize the internet/online resources for educational training. A lot of material for the class can also be found on the schools website.

### **Evaluation:**

- Homework, Test, & Quizzes
- Projects
- Shop Safety
- Classroom Participation
- FFA Activities, Meetings, & Record Keeping
- Supervised Agricultural Experience (SAE)



**Unit Syllabus  
Animal & Plant Science**

**Grade Scale:**

97%-100=A+, 93%-96=A, 90%-92=A-, 87%-89=B+, 83%-86=B, 80%-82=B-,

77%-79=C+, 73%-76=C, 70%-72=C-, 67%-69=D+, 60%-66=D, 0%-59=F

**Textbook/Resources:**

- Principles of Agriculture, Food, and Natural Resources, 1st Edition
- iCEV online Ag Curriculum

## Unit Syllabus Mechanical Principles

### Description:

This course will introduce and develop practical skills that will help prepare students for entrance directly into the workforce. Mechanical Principles trains students in a wide range of technology and industrial power machines. Basic theory and technical skill development will be the key focus for this course. Subject areas taught in this course are: Electrical Systems, Hydraulic & Pneumatic Systems, Torching Fabrication, Welding, Mills & Lathes, Engine teardown & repair, Automation, and Robotics.

### Unit Objectives

Students will be able to:

- Research in-demand jobs in the regional area
- Demonstrate welding & fabrication skills
- Describe the parts of a hydraulic and pneumatic system and explain its functions
- Communicate with peers and give effective presentations
- Explain and demonstrate electrical practices and wiring
- Demonstrate proficient use of industrial mills and lathes
- Develop skill and understanding of automation and robotics in the workplace
- Demonstrate safety protocol
- Demonstrate accounting and business skills with their SAE

### Text Resources

All text books for this class will be located in the Ag room. We also will utilize the internet/online resources for educational training. A lot of material for the class can also be found on the schools website.

### Evaluation:

- Homework, Test, & Quizzes
- Projects
- Shop Safety
- Classroom Participation
- FFA Activities, Meetings, & Record Keeping
- Supervised Agricultural Experience (SAE)

### Grade Scale:

97%-100=A+, 93%-96=A, 90%-92=A-, 87%-89=B+, 83%-86=B, 80%-82=B-,

77%-79=C+, 73%-76=C, 70%-72=C-, 67%-69=D+, 60%-66=D, 0%-59=F

### Textbook/Resources:

- Mechanical Principles, 1st Edition
- iCEV online Ag Curriculum

## Unit Syllabus Ag Business

### Description:

The Ag Business course is designed for senior students to help prepare them for employment after graduation or post-secondary education. This course will give a broad view of careers related to the agricultural industry in our region and across the state. Students will explore Ag Business applications in: Personal Portfolios, Ag Sales, Budgeting, Agri-Communications, Business Planning, Marketing, Contracting, and Taxes. In this course students will also cover modern Agricultural Issues, Public Speaking, Engineering Projects, Record Keeping, and remain an active member in the FFA.

### Unit Objectives

Students will be able to:

- Research careers in Agri-Business
- Create a portfolio which includes proper resume & cover letter
- Describe the parts of the business plan
- Communicate with peers and give effective presentations
- Understand the importance of marketing
- Demonstrate safety protocol
- Demonstrate accounting and business skills with their SAE

### Text Resources

All text books for this class will be located in the Ag room. We also will utilize the internet/online resources for educational training. A lot of material for the class can also be found on the schools website.

### Evaluation:

- Homework, Test, & Quizzes
- Projects
- Shop Safety
- Classroom Participation
- FFA Activities, Meetings, & Record Keeping
- Supervised Agricultural Experience (SAE)

### Grade Scale:

97%-100=A+, 93%-96=A, 90%-92=A-, 87%-89=B+, 83%-86=B, 80%-82=B-,

77%-79=C+, 73%-76=C, 70%-72=C-, 67%-69=D+, 60%-66=D, 0%-59=F

### Textbook/Resources:

- Principles of Agriculture, Food, and Natural Resources, 1st Edition
- iCEV online Ag Curriculum

## TRANSITIONS AND CAREERS—091410

### COURSE DESCRIPTION

In this course, students will analyze interests, aptitudes, and skills to prepare for careers that transition through life. An emphasis will be placed on work ethic, team building, communication, and leadership skills.

Additional topics will include career development and career exploration activities.

#### **Projected Career Development Activities:**

- Develop skills in professionalism, leadership, and communication as applied to career planning
- Describe the role and function of professional and community organizations, industry associations and organized labor.
- Develop a networking plan.
- Demonstrate behaviors associated with personal, community, and workplace roles.
- Apply problem-solving and critical-thinking skills to make informed decisions about the workplace world.
- Give and receive constructive feedback to improve personal and professional habits.
- Adapt coping skills to adjust to life and workplace demands.
- Recognize and respect different cultural beliefs and practices

#### **Projected Career Exploration Activities:**

- Develop a personal career inventory---aptitudes/interests
- Identify career pathways related to interests and abilities
- Research career opportunities and occupational projections
- Develop a career plan
- Determine the education, training, certification, licensure and experience requirements for select career(s)
- Set goals that support progress toward meeting career goals
- Potential external job shadow opportunity
- Rotation of choice in the Career Technical programs
- Application for specific Career Technical Program

## FAMILY AND CONSUMER SCIENCE CLASSES

### 8<sup>th</sup> GRADE—TRANSITIONS CLASS

-8<sup>th</sup> Grade students learn about the sixteen career field and complete a culminating activity within each career field

### 9<sup>th</sup> GRADE---COLLEGE AD CAREER READINESS CLASS

9<sup>th</sup> grade students develop effective learning strategies and skills to provide a strong foundation for lifelong learning. Students will review postsecondary admission requirements, develop interviewing skills and participate in a job shadow opportunity. Additional topics include professionalism, networking, conflict-resolution, and leadership.

### 10<sup>th</sup> GRADE---*PROPOSED TRANSITIONS AND CAREERS CLASS*

10<sup>th</sup> grade students work on skills and aptitudes to prepare for careers and transition through the life span. A huge part of this course is geared toward career development and career exploration. At the completion of this semester class, every student will be more prepared to make a decision about the appropriate pathway for the remainder of his/her high school career and beyond. Additional topics will include financial goals, purchasing decisions, global environment and communication.

**Course proposal: "Advanced" English 12: Fairy Tales**

Proposed by John Parent

**Prerequisites:** Must be a senior in good academic standing, have earned at least a B in English 11 or CCP classes, and/or receive teacher recommendation to register for this course.

**Course description:**

This class is offered as a more rigorous alternative for seniors who would otherwise be scheduled into English 12. The class is designed to address the Ohio Learning Standards for ELA 11-12 through challenging curriculum designed for the college-bound senior. This is a writing-intensive course.

This course will examine the genre of Fairy Tales and the evolution of these stories from the earliest written tales, collected by the Brothers Grimm, to contemporary stories by authors such as Angela Carter and William Goldman. Students will grapple with complex texts, examine and analyze multiple versions of the same story, learn to think critically about the literature, and compile a research project based upon their own and other literary criticism of a chosen story or group of stories. Additionally, students will engage in an extended creative writing project where they will author their own fairy tale.

**Why Fairy Tales?**

"Each fairy tale is a magic mirror which reflects some aspects of our inner world, and of the steps required by our evolution from immaturity to maturity. For those who immerse themselves in what the fairy tale has to communicate, it becomes a deep quiet pool which at first seems to reflect only our own image, but behind it we soon discover the inner turmoils of our soul." - Bruno Bettelheim. Further, Bettelheim notes that "a struggle against severe difficulties in life is unavoidable, is an intrinsic part of human existence – but ... if one does not shy away, but steadfastly meets unexpected and often unjust hardships, one masters all obstacles and at the end emerges victorious." This persistence, of course, is a skill that our students must continue to practice and one that we, as educators, strive to instill. Fairy Tales lend themselves well to this practice.

ELA 11-12 standards specifically mention the need to read Shakespeare, and this course will include a reading of *All's Well that Ends Well*, a play that draws upon several of the old tales that had circulated across Europe prior to and during the Elizabethan Era. Additionally, we will examine poetry inspired by these tales.

**Textbook:** *Folk and Fairy Tales* (5th ed.)

ISBN-13: 978-1554813650 (Amazon price \$32.98 each)

**Additional Texts:** *All's Well that Ends Well* by William Shakespeare

ISBN-13: 978-0743484978 (\$5.80 each)

*Beowulf* (graphic novel version) (This story is also in our *Collections 12* textbook)

ISBN-13: 978-0763630232 (\$11.73 each)

*Some Fatal Effects of Curiosity and Disobedience* by Laura Madeline Wiseman

ISBN-13: 978-1935084334

*The Princess Bride* by William Goldman

ISBN-13: 978-0156035217 (\$9.29 each)

**Anchor texts:**

*Beowulf*

*Cinderella* (multiple versions, compare/contrast)

*Little Red Riding Hood* (multiple versions, compare/contrast)

*Sleeping Beauty* (multiple versions, compare/contrast)

*All's Well that Ends Well*

*Bluebeard* (villain story)

*The Princess Bride* (novel by William Goldman)

**Supplemental materials:**

"Tales" podcast

"The Princess Bride" (film)

"The Wizard of Oz" (film) and *Hansel and Gretel* (story) (similarities between)

*Rumpelstilzkin* (villain story), *The Juniper Tree*, *The Fisherman and His Wife*

*Some Fatal Effects of Curiosity and Disobedience* by Laura Madeline Wiseman (poems inspired by *Bluebeard*), *The Bloody Chamber* (Carter)

*The Snow Queen* (contrasted versus Disney version using clips from "Frozen")

*The Little Mermaid* (contrasted versus Disney movie clips)

## PROPOSED PACING CALENDAR

Grade Level/Subject: 12 English (Fairy Tales)

Year 2020-21

### First Quarter

Unit	Subject	Ohio Learning Standards
1	<p><b>First two weeks include introduction to the genre of fairy tales</b></p> <p><b>Focus/Essential Questions:</b>                      What's the moral of the story? Why were fairy tales told? Are these really "children's stories?"</p> <p><b>Key Terms:</b> Archetype, trope</p> <p><b>Anchor Story:</b>  <i>Cinderella</i> (multiple versions)</p> <p><b>Other Texts:</b></p> <p><i>The Juniper Tree</i>  <i>Little Red Riding Hood</i> (multiple versions)  <i>Sleeping Beauty</i> (multiple versions)</p> <p><b>Writing Task(s):</b></p> <p>MLA Format Literary Analysis comparing and contrasting at least two versions of the Cinderella story. (4-6 pages, double spaced, plus work cited)</p> <p>Experimental writing: produce at least 2-5 pages of creative, narrative writing per month</p> <p>Daily writing prompts: respond to prompts about the readings</p> <p><b>Assessment Pre and Post:</b>                      Writing in response to literature                      Answer focus question comparing two texts</p>	<p><b>Focus Standard</b></p> <p><b>RL 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL 2:</b></p> <p><b>RL7:</b>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>L.1:</b></p> <p><b>W 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p><b>W 6:</b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>



Second Quarter		
Unit	Subject	Common Core Standards
<b>2</b>	<p style="text-align: center;"><b>Parody/Satire</b></p> <p><b>Focus/Essential Questions:</b> How does an author use hyperbole, understatement, and irony to communicate satire? Is imitation the sincerest form of flattery?</p> <p><b>Anchor Text:</b> <i>The Princess Bride</i> by William Goldman</p> <p><b>Supplemental texts:</b> <i>The Princess Bride</i> (film) <i>The Snow Queen</i> (Grimm) excerpts from <i>Frozen</i> (Disney movie) <i>The Little Mermaid</i> (Andersen) excerpts from <i>The Little Mermaid</i> (Disney movie)</p> <p><b>Writing Tasks:</b> Students create their own ironic writing and/or parody (MLA format) (2-5 pages)  Daily writing prompts: respond to prompts about the readings</p> <p><b>Assessment Pre and Post:</b> Pre compare/contrast songs by original artists and Weird Al Yankovich  Post</p>	<p><b>Focus Standards:</b></p> <p><b>See Standards for First Quarter</b></p> <p><b>Suggested Standard:</b></p> <p><b>RL.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</b></p>

**Third Quarter**

<b>Unit</b>	<b>Subject</b>	<b>Common Core Standards</b>
<p><b>3</b></p>	<p style="text-align: center;"><b>Who is the real villain?</b></p> <p><b>Focus/Essential Question:</b>            Who is the hero and why? Who/what is the monster and why?            OR            What conclusions can you draw about cultural gender norms?</p> <p><b>Anchor Texts:</b>  <i>Beowulf</i>  <i>Bluebeard</i> (Perrault)</p> <p><b>Supplemental Texts:</b>  <i>The Fisherman and His Wife</i> (Jacobs)  <i>Rumpelstilzkin</i> (Grimm)  <i>Some Fatal Effects of Curiosity and Disobedience</i> by            Laura Madeline Wiseman (poems inspired by <i>Bluebeard</i>)  <i>The Bloody Chamber</i> (Carter)</p> <p><b>Writing Task:</b>            Analyze gender roles in <i>Beowulf</i> and <i>Bluebeard</i> (or others), looking at the villains in each story. Use outside critical materials to build analysis. (4-6 pages, MLA)</p> <p>Experimental writing: compare the traits of a villain to those in your own life. Is there one villain we identify with, even a little?</p> <p>Daily writing prompts: respond to the reading</p> <p><b>Assessment Pre and Post:</b>            Examination of similar fairy tales in folder determining which characters are monstrous/villainous</p>	<p><b>Focus Standards:</b>  <b>See Standards for First Quarter</b></p> <p><b>W.2 - Write</b> informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Suggested Standard:</b></p> <p><b>RL.7.: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p>

Fourth Quarter		
Unit	Subject	Common Core Standards
<b>4</b>	<p style="text-align: center;"><b>TAKING RISKS</b></p> <p><b>Focus/Essential Question:</b> What elements of fairy tales are present in our own lives and stories? How do these elements shape our existence? Does Happily Ever After exist?</p> <p><b>Anchor Text:</b></p> <p><i>All's Well that Ends Well</i> (Shakespeare)</p> <p><b>Supporting Texts:</b></p> <p><i>Hansel and Gretel</i> (Grimm) <i>The Wizard of Oz</i> (film)</p> <p><b>Writing Tasks:</b></p> <p>Students will complete their narrative fairy tale story (7-10 pages, MLA) The bulk of this quarter will be spent focusing on writing, including individual conferences with students and revising/editing stories.</p> <p>Experimental writing: develop dialogue, setting, and sensory details</p> <p>Daily writing prompts: respond to the reading</p> <p><b>Assessment Pre and Post:</b></p> <p>Pre/Post</p>	<p><b>Focus Standards:</b></p> <p><b>See Standards for First Quarter</b></p> <p><b>W.3 - Write narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Suggested Standard:</b></p> <p><b>RI.7.: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p> <p><b>RL.7: 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</b></p>