

BEAUFORT COUNTY SCHOOL DISTRICT
Tally of Official Vote by Committee

Committee Number: 1

Date: 12/1/22

Name of Novel: The Handmaid's Tale by Atwood, Margaret

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

| Official Tally of Votes | |
|-------------------------|---|
| IIII | Challenged material should be returned to school library circulation. |
| II | Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Tally of votes per grade level: <div>_____ K-5 <u>1</u> _____ 6-8 <u>sch only</u> <u>III</u> _____ 9-12</div> |
| | Remove the challenged material in its entirety |

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Reading - Literary Text

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

| ENGLISH 1 | ENGLISH 2 | ENGLISH 3 | ENGLISH 4 |
|---|-----------|-----------|-----------|
| <i>1.1 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Grade 1 Recognize the distinguishing features of a sentence.</i> | | | |
| <i>1.2 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</i> | | | |
| <i>1.3 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Kindergarten Understand that words are separated by spaces in print.</i> | | | |
| <i>1.4 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</i> | | | |

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

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| <i>2.1 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</i> | | | |
| <i>2.2 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</i> | | | |
| <i>2.3 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</i> | | | |
| <i>2.4 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</i> | | | |
| <i>2.5 Students are expected to build upon and continue applying previous learning.</i> | | | |
| <i>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</i> | | | |

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

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| 3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context. |
| 3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words. |
| 3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes. |
| 3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs. |
| 3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words. |
| 3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words. |

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

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| 4.1 Read grade-level text with purpose and understanding. | 4.1 Read grade-level text with purpose and understanding. | 4.1 Read grade-level text with purpose and understanding. | 4.1 Read grade-level text with purpose and understanding. |
| 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. |
| 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

| ENGLISH 1 | ENGLISH 2 | ENGLISH 3 | ENGLISH 4 |
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| 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. | 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. | 5.1 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; investigate multiple supported academic interpretations. | 5.1 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; investigate multiple supported academic interpretations. |



5.2 Students are expected to build upon and continue applying previous learning.
Grade 2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

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| 6.1 Determine a theme of a text and analyze 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. | 6.1 Determine a theme of a text and analyze 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. | 6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary. | 6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary. |
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

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| 7.1 Trace the development of a common theme in two different artistic mediums. | 7.1 Trace the development of a common theme across media, modality, and format. | 7.1 Analyze the development of theme across diverse media, modality, and format. | 7.1 Analyze the development of theme across diverse media, modality, and format. |
| 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions. | 7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions. | 7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions. | 7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions. |

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

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| 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. | 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. | 8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context. | 8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context. |
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

| ENGLISH 1 | ENGLISH 2 | ENGLISH 3 | ENGLISH 4 |
|--|---|--|---|
| 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone. | 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone. | 9.1 Analyze and interpret the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful. | 9.1 Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone. |

9.2 Students are expected to build upon and continue applying previous learning

Grade 7 Analyze the impact of the author's use of words, word phrases, and conventions on meaning and tone.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

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| 10.1 Use context clues to determine meanings of words and phrases. | 10.1 Use context clues to determine meanings of words and phrases. | 10.1 Use context clues to determine meanings of words and phrases. | 10.1 Use context clues to determine meanings of words and phrases. |
| 10.2 Students are expected to build upon and continue applying previous learning. <i>Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</i> | | | |
| 10.3 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</i> | | | |
| 10.4 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use the meanings of individual words to predict the meaning of compound words.</i> | | | |
| 10.5 Students are expected to build upon and continue applying previous learning. <i>Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</i> | | | |
| 10.6 Students are expected to build upon and continue applying previous learning. <i>Grade 6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</i> | | | |

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

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| 11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style. | 11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style. | 11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes, and conveys cultural experience. | 11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience. |
| 11.2 Students are expected to build upon and continue applying previous learning. <i>Grade 3 Compare and contrast the reader's point of view to that of the narrator or a character.</i> | | | |

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

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| 12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise-citing support from the text. | 12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text. | 12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text. | 12.1 Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts. |
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| 12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects. | 12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects. | 12.2 Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects. | 12.2 Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects. |
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Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

| ENGLISH 1 | ENGLISH 2 | ENGLISH 3 | ENGLISH 4 |
|---|---|---|--|
| 13.1 Engage in whole and small group reading with purpose and understanding. | 13.1 Engage in whole and small group reading with purpose and understanding. | 13.1 Engage in whole and small group reading with purpose and understanding. | 13.1 Engage in whole and small group reading with purpose and understanding. |
| 13.2 Read independently for sustained periods of time to build stamina. | 13.2 Read independently for sustained periods of time to build stamina. | 13.2 Read independently for sustained periods of time to build stamina. | 13.2 Read independently for sustained periods of time to build stamina. |
| 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. | 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. | 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers. | 13.3 Read and respond to grade level text as self-directed, critical readers and thinkers. |





**South Carolina College- and Career-Ready
Standards and Indicators for
English 4**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
- 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
- 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

Standard 4: Synthesize information to share learning and/or take action.

- 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
- 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.

- 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
- 5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
- 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 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; investigate multiple supported academic interpretations.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Analyze the development of theme across diverse media, modality, and format.

7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use context clues to determine meanings of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

11.1 Analyze how point of view and author's perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Evaluate various texts to formulate a theory regarding the authors' use of structure, plot, and manipulation of time citing support from the texts.

12.2 Critique how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Evaluate how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
- 8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Use context clues to determine meanings of words and phrases.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Compare and contrast the effectiveness of authors' uses of text features and structures to support similar claims.
- 11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for a sustained period of time.
- 12.3 Read and respond to grade-level text to become self-directed, critical readers and thinkers.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Writing (W)

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write arguments that:
- a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
 - b. use relevant information from multiple print and multimedia sources;

- c. assess the credibility and accuracy of each source;
- d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
- e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
- f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
- g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
- k. provide a concluding statement or section that follows from and supports the argument presented; and
- l. include a call to action.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources
- c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;
- d. assess the credibility and accuracy of each source;
- e. include formatting, graphics, and multimedia to aid as needed;
- f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;

- i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
- b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
- c. create a smooth progression of experiences or events;
- d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
- e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
- h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.1 When writing:

- a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and

- b. resolve issues of complex or contested usage, consulting references as needed.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
- 6.4 Demonstrate effective keyboarding skills.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Communication (C)

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being

discussed; develop logical interpretations of new findings; and restate new interpretations.

- 1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
- 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
- 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
- 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
- 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 2.2 Distinguish between credible and non-credible sources of information.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
- 3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- [illegible]

[illegible]

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

The **MISSION** of the Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Our **VISION** is to work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

Our **CORE BELIEF** is that students should be prepared to compete and contribute in an ever-changing global and multilingual society, and we believe that:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
- All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.
- Investment, involvement and connection of all members of the school community are essential to a student's success.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
- The collection, analysis and use of data from a variety of sources are critical to making decisions.

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 1

Date 11/17/22

Name of Novel The Handmaid's Tale

Directions: After reading the selected novel, review the material using the below criteria. Note upon review of the book the following Beaufort County School District Non Discrimination will be taken into consideration:

Non-Discrimination. The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|---|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | ✓ |
| The novel directly supports the acquisition of related standards. (Educational Significance) | ✓ |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | ✓ |
| The novel promotes the integration of higher-level thinking skills. | ✓ |
| The novel reflects the needs/interests of the school and the culture of the school community. | |
| The novel/material adds value to the library/school collection | ✓ |
| The novel reflects a clear, adequate, and broad presentation of the content. | |
| Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <i>Standards attached</i> <i>AP - Speculative Fiction</i> | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
| <p>The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:</p> <ul style="list-style-type: none"> i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| <p>Evidence from the text relating to QUALITY:</p> | |

Originally published in 1986
 Continues to be referenced
 & utilized

| AVOIDANCE OF PERVASIVE VULGARITY | Check all that apply |
|--|----------------------|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | ✓ |
| The novel does not depict or describe sexual conduct in a clearly offensive way. | ✓ |
| The novel abides by prevailing standards in the adult community in regard to suitable material for minors. | |
| The novel is free from graphic depictions of sexual activity. | ✓ |
| Evidence from the text relating to PERVASIVE VULGARITY: | |

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|---|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | | | ✓ |
| The novel is appropriate to the maturity level of students. | | | ✓ |
| The novel is appropriate to the content area. | | | ✓ |
| The novel/material reflects the contemporary community standards. | | | ✓ |
| Evidence from the text relating to APPROPRIATENESS: | | | |

When referencing sex ~~is~~
not specific
- some use of vulgarity
but the theme of the
text refers to why it
is put at the text
Majority of the text is
fictional context - not focused
on sex

No detail to the sexual
conduct

Depict - show or represent
by a drawing, painting or other
art form - portray in
words - describe

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 1

Date 11/17/22

Name of Novel The Handmaid's Tale by Atwood, Margaret

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| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|---|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | ✓ |
| The novel directly supports the acquisition of related standards. (Educational Significance) | ✓ |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | ✓ |
| The novel promotes the integration of higher-level thinking skills. | ✓+ |
| The novel reflects the needs/interests of the school and the culture of the school community. | ✓ |
| The novel/material adds value to the library/school collection | ✓+ |
| The novel reflects a clear, adequate, and broad presentation of the content. | ✓ |

Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE:

Rich vocabulary

Thought provoking storytelling
analogies + metaphors for freedom

Connections to real life
Critical Thinking
"I don't want to see it
anymore. I look at
the glass instead. I
don't want to see it"

↓ Deep observations about power dynamics

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. | ✓ ✓- ✓+ N/A |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ + |
| The novel/material has high artistic quality, and/or literary style. (3 Awards) | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ dystopian |
| Ensure that the novel/material contains clarity adequacy, and <u>scope of test</u> . (text) | ✓ ? |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |

Evidence from the text relating to QUALITY:

I found the book readable, but challenging in parts. Sometimes so profound, I had to reread them. The double meaning very powerful. No errors that I saw.

The author doesn't use much punctuation in dialogue but that didn't bother me. It helps with the stream of consciousness from June.

There are flashbacks, but they are not confusing.

did provided valued context.

It was our hands that were supposed to be full, of the future; which could be hell but not seen. I was totally engaged. My thoughts questioned, prodded.

"I lie lulled by the water beside an open door that does not exist and think about..."

| AVOIDANCE OF PERVASIVE VULGARITY | | Check all that apply |
|--|--|----------------------|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | | ✓ dystopian |
| The novel does not depict or describe sexual conduct in a clearly offensive way. (happy with Luke + Nick) | | ✓ |
| The novel abides by prevailing standards in the adult community in regard to suitable material for minors. | | ✓ 14 and up |
| The novel is free from graphic depictions of sexual activity. Not Therapeutic | | ✓ |

Evidence from the text relating to PERVASIVE VULGARITY:

The doctor scene is so upsetting, but that is how some men treat a woman's body, as feelers. It goes along with the premise she is only a womb.

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|---|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | | | ✓ |
| The novel is appropriate to the maturity level of students. | | | ✓ |
| The novel is appropriate to the content area. | | | ✓ |
| The novel/material reflects the contemporary community standards. | | | ✓ |

Evidence from the text relating to APPROPRIATENESS:

As a whole the book is totally appropriate for a high school student. Middle school students would not understand the nuances of the writing and may be too literal. It is also a more subject matter. This book is terrifying in many ways and shows the slippery slope of mixing religion and government. It is obviously science fiction but the lessons are valuable.

"A return to traditional values. Waste not want not. I am not

SC ELA Standard

Eng 3+4

q.1

Analyze and interpret the impact of the author's use of diction, conventions, figurative language and/or language that is particularly fresh, engaging or beautiful.

Eng 1, 2, 3+4

11.1

Analyze and provide evidence of how the author's choice of point of view, perspective and purpose shape content, meaning and style

3+4

(Support rhetorical or aesthetic purposes and convey cultural experiences)

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 1

Date 11/17/22

Name of Novel The Handmaid's Tale by Atwood, Margaret

Directions: After reading the selected novel, review the material using the below criteria. Note upon review of the book the following Beaufort County School District Non Discrimination will be taken into consideration:

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| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|--|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | X |
| The novel directly supports the acquisition of related standards. (Educational Significance) | X |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | X |
| The novel promotes the integration of higher-level thinking skills. | X |
| The novel reflects the needs/interests of the school and the culture of the school community. <u>I don't know.</u> | |
| The novel/material adds value to the library/school collection | X |
| The novel reflects a clear, adequate, and broad presentation of the content. | X |
| Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <u>Appeals to Standards of Analyzing characters characters, settings, Events and Ideas as well as craft & structure in finding Meaning in text and author's use of events.</u> | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
| <p>The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:</p> <ul style="list-style-type: none"> i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. | x |
| Ensure reputation and significance of author and producer. | |
| The novel/material contains a value/currency commensurate with cost. | x |
| The novel/material has high artistic quality, and/or literary style. | x |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | x |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | x |
| The novel/material ensures a high degree of readability and/or comprehensibility. | x |
| <p>Evidence from the text relating to QUALITY:</p> <p>A fictional account of how a society can be over-taken, and change from a Democracy to a dictatorship very suddenly provides A scope of context for discussion, analysis and comparison to modern or historical events.</p> | |

| AVOIDANCE OF PERVASIVE VULGARITY | Check all that apply |
|---|----------------------|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | X |
| The novel does not depict or describe sexual conduct in a clearly offensive way. <i>it does on purpose.</i> | |
| The novel abides by prevailing standards in the adult community in regard to suitable material for minors. | X |
| The novel is free from graphic depictions of sexual activity. | X |
| Evidence from the text relating to PERVASIVE VULGARITY: <i>Pg. 94 describes the Ritual of breeding in this new Society of childless couples. language is more suitable to Age 16+.</i> | |

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|---|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | NO | NO | YES |
| The novel is appropriate to the maturity level of students. | NO | NO | YES |
| The novel is appropriate to the content area. | NO | NO | YES |
| The novel/material reflects the contemporary community standards. | NO | - | YES |

| | | | |
|---|--|--|--|
| Evidence from the text relating to APPROPRIATENESS: <i>Some language and Adult themes (Population decline, dictatorship, group hangings and sex for surrogacy) is not overall appropriate for Elem. and middle school.</i> | | | |
|---|--|--|--|

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT
RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 1

Date 11/17/22

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| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|---|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | ✓ |
| The novel directly supports the acquisition of related standards. (Educational Significance) | ✓ |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | ✓ |
| The novel promotes the integration of higher-level thinking skills. | ✓ |
| The novel reflects the needs/interests of the school and the culture of the school community. | ✓ |
| The novel/material adds value to the library/school collection | ✓ |
| The novel reflects a clear, adequate, and broad presentation of the content. | ✓ |
| Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: <i>see attached for mission, vision, goals. Global perspective - uses historical references (Puritanism, Holocaust, Harvard)</i> | |

"I cannot avoid seeing, now, the small tattoo on my ankle. Four digits and an eye, a passport in reverse."

Eye quotes - Eyes of God - Huxley



| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
| The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to: i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | X but purposefully |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY: <i>Themes of discussion: Role of women Hierarchy of society based upon age, race, gender Learn from our past (overthrow of gov.)</i> | |

*(1st is after suffrage)
 2nd wave feminism - ERA 1970s Gloria Steinem 60-80s*

woman not to titillate

- What is the author's message?
- How does she get it across?

| AVOIDANCE OF PERVASIVE VULGARITY | | Check all that apply |
|--|--|--------------------------------|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | | X purposefully |
| The novel does not depict or describe sexual conduct in a clearly offensive way. | | X purposefully |
| The novel abides by prevailing standards in the adult community in regard to suitable material for minors. | | grade + level taught is mature |
| The novel is free from graphic depictions of sexual activity. | | X purposefully |
| Evidence from the text relating to PERVASIVE VULGARITY: Pg. 99 Pg. 261-262 | | |

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|--|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | | | ✓ |
| The novel is appropriate to the maturity level of students. | | | ✓ |
| The novel is appropriate to the content area. | | | ✓ |
| The novel/material reflects the contemporary community standards. | | | ✓ |
| Evidence from the text relating to APPROPRIATENESS: - Teaching of feminism (although not feminist) - Freedom | | | |

- flower symbolism
- Color symbolism
- Imagery
- characterization

- Personal liberty is what this is really about?

Peel back the layers of any story & you get to the meat of it.

- Does not pass the test of obscenity according to Supreme Court.
 - Does not pass the test of pornography according to S.C.
-
- Miller vs. California

Level of complexity — complex novel to analyze parts of the text.

Attachment 3

BEAUFORT COUNTY SCHOOL DISTRICT RECONSIDERATION COMMITTEE CHECKLIST

Committee Number: 1

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Name of Novel The Handmaid's Tale by Atwood, Margaret

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| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|---|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | ✓ |
| The novel directly supports the acquisition of related standards. (Educational Significance) | ✓ |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | ✓ |
| The novel promotes the integration of higher-level thinking skills. | ✓ |
| The novel reflects the needs/interests of the school and the culture of the school community. | ✓ |
| The novel/material adds value to the library/school collection | ✓ |
| The novel reflects a clear, adequate, and broad presentation of the content. | ✓ |
| Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: - Introduction - Pulling from historical world wide events - Memoir style of writing - 1st person ; Visual/descriptive language for setting - Robust character development ; writing | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
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| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | ✓ + |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| <p>Evidence from the text relating to QUALITY:</p> <ul style="list-style-type: none"> - use of 1st person is unwavering - use of word repetition, desperate internal conversations to show the teetering of sanity vs her other stories of what is actually happening | |

| AVOIDANCE OF (PERVASIVE VULGARITY) | | Check all that apply |
|--|--|--|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | | ✓ |
| The novel does not depict or describe sexual conduct in a clearly offensive way. | | ✓ |
| * The novel abides by prevailing standards in the adult community in regard to suitable material for minors. <i>Violence too</i> | | <i>Depends on who in the adult community</i> |
| The novel is free from graphic depictions of sexual activity. | | ✓ |
| Evidence from the text relating to PERVASIVE VULGARITY: <i>- Not offensive as it is written as a centerpiece of their society + from one perspective</i> <i>- use of the word "fucking" could be offensive to some of the adult community - only use twice on pg. - rest of the novel uses innuendos, not descriptive language</i> | | |

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|---|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | | | ✓ |
| The novel is appropriate to the maturity level of students. | | | ✓ |
| The novel is appropriate to the content area. | | | ✓ |
| The novel/material reflects the contemporary community standards. | | | ✓ |
| Evidence from the text relating to APPROPRIATENESS: <i>- the amount of guns, public hanging, use of torture,</i> <i>- use of the word "fucking"</i> <i>- Ceremony ritual being a centerpiece of the storyline + daily wall hangings</i> <i>- Traumatic birthing scene</i> | | | |

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| EDUCATIONAL SIGNIFICANCE | Check all that apply |
|---|----------------------|
| The novel supports the BCSD's mission, vision, and goals. | ✓ |
| The novel directly supports the acquisition of related standards. (Educational Significance) | ✓ |
| The novel contributes to improved academic achievement for a variety of learners and learning styles. | ✓ |
| The novel promotes the integration of higher-level thinking skills. | ✓ |
| The novel reflects the needs/interests of the school and the culture of the school community. | ✓ |
| The novel/material adds value to the library/school collection | ✓ |
| The novel reflects a clear, adequate, and broad presentation of the content. | ✓ |
| Evidence from the text or standards relating to EDUCATIONAL SIGNIFICANCE: | |

| QUALITY, CONTENT, MANNER OF PRESENTATION | Check all that apply |
|---|----------------------|
| <p>The novel is to be engaging and able to meet a variety of student needs. Meet high standards of quality in factual content and presentation to include, but not limited to:</p> <ul style="list-style-type: none"> i. No errors, validity, accuracy; ii. Objectivity; iii. Well written; and iv. Strong visual appeal. | ✓ |
| Ensure reputation and significance of author and producer. | ✓ |
| The novel/material contains a value/currency commensurate with cost. | ✓ |
| The novel/material has high artistic quality, and/or literary style. | ✓ |
| The novel/material avoids bias and adheres to standards of sensitivity relative to student race, sex, religion, culture, ethnicity, disability, and socioeconomic status. | |
| Ensure that the novel/material contains clarity adequacy, and scope of test. | ✓ |
| The presentation of contents is organized in a manner that provides clarity and ease to the reader. | ✓ |
| The novel/material ensures a high degree of readability and/or comprehensibility. | ✓ |
| Evidence from the text relating to QUALITY: | |

| AVOIDANCE OF PERVASIVE VULGARITY | | Check all that apply |
|--|--|----------------------|
| When considered as a whole, the novel does not appeal to sexual interest in a shameful way. | | ✓ |
| The novel does not depict or describe sexual conduct in a clearly offensive way. | | ✓ |
| The novel abides by prevailing standards in the adult community in regard to suitable material for minors. | | |
| The novel is free from graphic depictions of sexual activity. | | ✓ |
| Evidence from the text relating to PERVASIVE VULGARITY: | | |

| APPROPRIATENESS | K-5 | 6-8 | 9-12 |
|---|-----|-----|------|
| The novel is appropriate to the age and grade level of students. | | | ✓ |
| The novel is appropriate to the maturity level of students. | | | ✓ |
| The novel is appropriate to the content area. | | | |
| The novel/material reflects the contemporary community standards. | | | ✓ |
| Evidence from the text relating to APPROPRIATENESS: | | | |

elect a moderator
elect a recorder

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1

Date: 12/1/22

Name of Novel: The Handmaid's Tale by Atwood, Margaret

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

☐ Challenged material should be returned to school library circulation.

☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:

☐ K-5

☒ 6-8th only if possible

☒ 9-12

☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1

Date: 12/7/22

Name of Novel: The Handmaid's Tale

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

- ☒ Challenged material should be returned to school library circulation.
- ☐ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:
 - ☐ K-5
 - ☐ 6-8
 - ☐ 9-12
- ☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1

Date: 12/1/22

Name of Novel: The Handmaid's Tale

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- ☒ Challenged material should be returned to school library circulation.
- ☒ Challenged material returned to school library circulation, only for certain age groups, content areas, or grade levels. Select:
- ☐ K-5
 - ☐ 6-8
 - ☒ 9-12
- ☐ Remove the challenged material in its entirety

BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1

Date: 12/1/22

Name of Novel: The Handmaids' Tale by Atwood, Margaret

All ballots are confidential and anonymous. Based on the rubric rating and evidence presented.

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BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1 Date: 12/1/2022

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BEAUFORT COUNTY SCHOOL DISTRICT
Official Vote by Committee

Committee Number: 1

Date: 12/1/22

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