



## **Board of Education**

5 Minortown Road ~ Woodbury, CT 06798

[www.ctreg14.org](http://www.ctreg14.org)

**Mission:** The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

**Board of Education Goals:**

**Academic Performance** - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

**Communication** - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

**Safety** - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

**Budget** - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

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### **A G E N D A**

Curriculum Committee Meeting  
Tuesday, September 26, 2023; 4:00 p.m.  
Central Office Conference Room

- I. Call to order
  
- II. Curriculum Review and Anticipated Approval
  - A. 6<sup>th</sup> Grade English Language Arts
  - B. 7<sup>th</sup> Grade English Language Arts
  - C. 8<sup>th</sup> Grade English Language Arts
  
- III. Adjourn

# 6th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



**Grade Level(s):** 6th Grade

**Curriculum Author(s):** Taryn Fernandez, Caroline South  
Content of the curriculum comes from OpenUp Resources - EL Education

**Course Description:** The 6th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are Greek mythology, critical problems and design solutions in science, Native American boarding schools, and accomplishments in space and science. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
<u>Greek Mythology</u>	What is mythology and what is the value of studying the mythology of other cultures?	Mythology is a collection of stories featuring traditional figures that explain natural phenomena and convey the values of the culture.	CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); P3(6-8); DE1(6-8)
<u>Critical Problems and Design Solutions</u>	How can design thinking help solve a critical problem?	Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI3(6-8); P3(6-8); AA4(6-8)
<u>American Indian Boarding Schools</u>	What kind of experiences did students have at American Indian boarding schools? How did these experiences impact students?	Students may have experienced forced aesthetic changes (e.g., their hair was cut and their clothes were changed), linguistic changes (e.g., they were not allowed to use their Native American languages), and identity changes (e.g., their names were changed).	TCC1(6-8); CCE2(6-8); CCE4(3-5); DE1(6-8); DE2(6-8); TI1(6-8); TI2(6-8)
<u>Remarkable Accomplishments in Space Science</u>	Why is it important to study the accomplishments of the “hidden figures” and of others whose stories have gone unrecognized?	Our study of history is most accurate when we celebrate the contributions of all involved. The accomplishments of hidden figures are remarkable, especially because they are achieved in the face of adversity.	CCE1(6-8); CCE3(6-8); CCE4(6-8)



# 7th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



**Grade Level(s):** 7th Grade

**Curriculum Author(s):** Taryn Fernandez, Caroline South  
Content of the curriculum comes from OpenUp Resources - EL Education

**Course Description:** The 7th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the lost children of The Sudan, epidemics, The Harlem Renaissance, and plastic pollution. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

**Year At A Glance**

<b>Unit Title</b>	<b>Overarching Essential Question</b>	<b>Overarching Enduring Understanding</b>	<b><u>Vision of A Learner “I Can” Statements</u></b>
<u>The Lost Children of The Sudan</u>	Who are the Lost Children of Sudan, and what is their story?	The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.	CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); P3(6-8)
<u>Epidemics</u>	How do human responses help or hinder during trying times?	People’s response to epidemics affects their overall impact. When people respond with positive character traits and logic, epidemics can be contained. When people respond with fear and selfishness, epidemics often spread.	TCC1(6-8); TCC2(6-8); TCC3(6-8); CCE2(6-8); CCE4(6-8); DE1(6-8); TI2(6-8); TI4(6-8)
<u>The Harlem Renaissance</u>	How does collaboration influence an artistic renaissance?	Innovation occurs through collaboration and community. The academic mindset of belonging is a critical aspect to creating a common identity and strong community during the Harlem Renaissance.	TI4(6-8); P2(6-8); DE1(6-8); CCE4(6-8); CCE2(6-8); TCC2(6-8); TCC1(6-8)
<u>Plastic Pollution</u>	Where and how does plastic pollute?	Plastic that is not properly disposed of ends up in the environment, with much of it polluting oceans and even ending up in the food chain via animals who consume it	TCC1(6-8); TCC2(6-8); TCC3(6-8); TCC4(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI3(6-8); TI4(6-8); P3(6-8)



# 8th GRADE ENGLISH LANGUAGE ARTS CURRICULUM



**Grade Level(s):** 8th Grade

**Curriculum Author(s):** Taryn Fernandez, Caroline South, Adam Brutting  
*(Content of the curriculum for units 1-3 comes from OpenUp Resources - EL Education)*

**Course Description:** The 8th grade English Language Arts (ELA) curriculum integrates reading, writing, and speaking standards with the skills of researching, analyzing, interpreting, and evaluating texts through the study of historical and scientific topics. The course is divided into four modules with each module containing three units. A truly interdisciplinary approach to ELA, the four module topics are the folklore of Latin America, food choice, lessons from Japanese internment and Journalism. Fiction and non-fiction texts as well as audio and video components ensure that students further their understanding of how different genres require distinct reading and interpreting skills. The curriculum includes the following essential aspects to the development of literacy skills: frequent use of grade-level texts for all students; intentional vocabulary building; teacher-led close reading of content-based texts; carefully developed text dependent questions; multiple reads for deepening comprehension; accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary; writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module; collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives; Short and fully developed writing; and embedded grammar and usage instruction within tasks.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Folklore of Latin America</u>	Why do we see evidence of myths and traditional stories in modern narratives?	Modern authors use myths and traditional stories as a basis for stories because the cultural and moral messages have stood the test of time.	CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); TI2(6-8)
<u>Food Choices</u>	What factors influence our access to healthy food? How do we research this?	Consumers have many choices when it comes to eating healthy food. These choices relate to how the food is grown and raised, processed, or transported. The choices are complicated and varied—from processed or industrially produced food; to industrial organic food; to local, sustainable food.	TCC2(6-8); TCC4(6-8); CCE1(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE2(6-8); TI2(6-8); TI3(6-8); P4(6-8); AA4(6-8)
<u>Lessons from Japanese American Internment</u>	What were the causes and impacts of Japanese American internment camps?	Internment camps uprooted people from their homes and communities, stripped them of their rights, confiscated their personal property, and forced them to live and work as prisoners.	TCC4(6-8); CCE4(6-8); TI3(6-8); TI2(6-8); AA4(6-8); CCE1(6-8); CCE3(6-8); DE2(6-8); P4(6-8)
<u>Journalism</u>	What importance does journalism have in today's society?	Many people rely on journalists to provide them with information about current events that is factual and corroborated by multiple sources.	TCC2(6-8); CCE1(6-8); CCE2(6-8); CCE3(6-8); CCE4(6-8); DE1(6-8); DE4(6-8); TI1(6-8); TI2(6-8); TI3(6-8); P2(6-8); P3(6-8); AA4(6-8)

