MONROE PUBLIC SCHOOLS
MONROE, CONNECTICUT

WEDNESDAY, NOVEMBER 4, 2015
MASUK HIGH SCHOOL
LIBRARY/MEDIA CENTER
1014 MONROE TURNPIKE
MONROE, CONNECTICUT 06468

CURRICULUM COUNCIL
AGENDA

4:00 P.M.

OLD BUSINESS

I. APPROVAL OF THE MINUTES FROM THE OCTOBER 7, 2015 MEETING

NEW BUSINESS

I. COURSE REVISION - FRENCH I AND SPANISH I HONORS - LISA PETERSON

II. NEW COURSES - ENGLISH SENIOR HONORS ELECTIVES - MIKE CROWLEY

A. ETHICAL ARGUMENTS IN FICTION AND NON-FICTION

B. TRAVEL LITERATURE

Curriculum Council Meeting dates for 2015-2016, as needed, include:

- *December 2, 2015*
- *February 3, 2016*
- *March 2, 2016*
- *April 6, 2016*
- *May 4, 2016*

MONROE PUBLIC SCHOOLS
MONROE, CONNECTICUT

Monroe Board of Education
Curriculum Council Committee
October 7, 2015
4:00 PM
Masuk High School

Meeting Minutes

The meeting was called to order at 4:00 p.m. by Sheila Casinelli, Curriculum Council Co-Chair.

Those in attendance included: Jim Agostine, John Battista, Sheila Casinelli, Jack Zamary, Joe Kobza, Jack Ceccolini, Mark Schwarz, Mike Cercone, Julia Strong, Mike Ances, Jamie Sherry, Kevin Welch. And Jen Agular.

Old Business

I. *Approval of September 9, 2015 Minutes*

Motion: John Battista
Motion to approve minutes from the September 9, 2015 Curriculum Council meeting.
Second: Jim Agostine
Vote: Unanimous

New Business

III. CTE COURSE REVISIONS

A. ARCHITECTURE I, MIKE CERCONE/MARK SCHWARZ
B. ARCHITECTURE II, MIKE CERCONE/MARK SCHWARZ
C. DRAFTING, MIKE CERCONE/MARK SCHWARZ

Mike Cercone, Masuk High School CTE Teacher, shared three course revision proposals along with one textbook proposal. Revisions to Architecture I, Architecture II and Drafting all need to be done. These courses were last written in 1998. The curriculum needs to be re-written updating all existing units. There are many units that need to be added to update these courses to comply with the standards that now exist. New units need to be written from the CTE standards. New units also need to be written for the usage of a computer with both 2D and 3D drawing. Recommended resource is Technical Graphics Communications by McGraw-Hill, which can be used in all CAD classes: Drafting, CAD, Architecture 1 & 2, Pre-engineering, 3D printing. It will also be used by independent studies that work on CAD. Mike Cercone currently uses this book at Housatonic Community College. It has excellent instruction on all drawing styles covered. This book covers all CTE standards that are required in a CAD class. The text allows for students to be innovative problem solvers. Each chapter in the text covers a different style of drawings. Students will need to use inquiry based learning to learn how to develop the different styles. The book has many drawings that students will need to solve using various problem-solving techniques. Requested is a class set of 25 books at $212.75 each plus shipping = $5,574.51.

A motion was made to move this Technical Graphics Communications by McGraw-Hill Resource to the Board of Education for approval.

Motion: Jim Agostine
Motion to move resource to Board of Education for approval.
Second: Jamie Sherry
Vote: Unanimous

The meeting adjourned at 4:35 pm.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Alignment Review Form

Subject Area	French & Spanish 1 Honors	Date	November 2015
Vertical Team Members	Leigh Barone, Jayson Castillo, Joel Castillo Jesse Caron, Lillian Cicvara Kasi-Ragan Kastelein, Doris Lacayo, Trish Pagel, Olivia Pruszko, Lisa Peterson, Anna Richa, Anne Spoerndle		

Respond to the following questions as they apply to your proposal.

Part A: Curriculum Information and Connecticut Standards

How does the existing curriculum compare to the current Connecticut Standards?

The content and skills in the existing curriculum is aligned with ACTFL standards. The American Council for Teachers of Foreign Languages recently approved World Readiness Standards (April, 2015) The district does not offer an honors level 1. An honors level of French & Spanish 1 would provide students with activities and supplemental materials to achieve at the advanced level as described by ACTFL's Can-Do statements for novice learners.

What revisions are needed in order to align them?

Differentiated instructional activities, supplemental online resources, and assessments are needed for honors level work.

Part B: Curriculum Analysis

How does the analysis of student data (including student work) demonstrate the need for curriculum revision?

Student Work examples Summaries	Student Assessments – formative, summative
Skill measurements reveal a range of abilities in both speaking, writing, reading, and listening. Review of student work indicates the potential of individual students for honors level work.	Formative exams from high school level 1 courses. Midterm and final exams.

Part C: Curriculum from Other Districts

How does the analysis of documents from other school districts demonstrate the need for curriculum revision?

District	Curriculum Exemplars
Greenwich Public Schools	Curriculum is different for A & B strands, including different course expectations.

The addition of honors level 1 at the high school will provide advanced work for students:

- who were unable to begin a language at the middle school level (transfer students, home-schooled students), and
- who want to begin to study language as an upper classman or as freshman (but may be reluctant to do so because of the effect of leveled courses on GPA).

Part D: Curriculum Writing

If this proposal is approved, you will be expected to map the units of study that will be covered in this course of study.

Recommended Hours	Requested Hours
New Course – Semester approximately 20 hours Year Course approximately 40 hours Revision – Semester approximately 15 hours Year Course approximately 20 hours	Total Hours: 40 (20 for French, 20 for Spanish)

Part E: Professional Development

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

Activity	***Requested Hours***
Meeting with current level 1 teachers to present and discuss materials currently used for advanced students and correlate across languages.	***8 hours of PD days or release time***

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Ethical Arguments in Fiction and Non-fiction			
Subject Area	English - Honors	Grade Span	12	
Proposal Author(s)	Firmender/Segall	Date	10/2015	
Course of Study	New	X	Revised	
	Semester	X	Full Year	

Respond to the following questions as they apply to your proposal.

Part A: Course Information

Rationale for Requested Curriculum Work

As we developed semester courses for College Prep Seniors, it became apparent that the same structure would benefit our Honors Program. Anticipating the CT High School Reform Act, students will be required to take another year of Humanities and this course can help fulfill that requirement at the Honors level. When we surveyed Juniors and Seniors about possible senior courses, 41% responded that they were interested in Ethics and Philosophy.

Provide a narrative description of the course.

This semester course will expose students to ethical arguments and how these arguments are illustrated in both literature and nonfiction texts. Students will examine current ethical issues and evaluate opposing arguments. The texts studied will range from short stories and dramas to essays and articles. The core text, *Contemporary and Classic Arguments*, provides analysis of ethical arguments with relevant articles and instruction on how students can best formulate their own positions. Classroom discussions, debates, Socratic circles, and oral presentations will require students to develop the critical speaking and listening skills inherent in college-level seminar courses. Writing assignments will include reflection papers, ethical argument essays, and discussion questions/notes on readings.

Describe any prerequisites for taking this course and how this course fits in a sequence.

Recommendation into Honors English from previous year's teacher.

If this is a revision to a course, what data (quantitative/qualitative) contributed to the need for a revision?

N/A

Can the existing school facility/schedule accommodate this change? Require any additional staffing?

Yes, we can accommodate this change with no additional staffing.

In developing this course, please cite the research and sources consulted in designing this proposal.

Variety of college texts for Philosophy and Ethics Stanford University: "Does Teaching Ethics Do Any Good?"

Part B: How does your Curriculum Proposal meet the mission of the district?

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Provide evidence for each of the following:

Standards

READING INFORMATIONAL TEXTS: RI.11-12.1-7 READING LITERARY TEXTS: RL.11-12.1-10 WRITING: W.11-12.1-2, W.11-12.4-8 SPEAKING AND LISTENING: SL.11-12.1-6

Challenging/Relevant

The ethical subjects throughout the course are challenging and require our students to understand and then compose complex arguments in both written and verbal form. Each of the units of study addresses ethical issues that students have already or will soon face in their own lives. Students will be required to reflect on their own experiences and then apply the experiences of others when developing cogent arguments.

Inquiry based

Ethical Arguments have always been based in an inquiry structure. Students will be required to start their study with relevant questions and then explore those questions through research, reading, and class discussion.

Technology

Technology will be embedded throughout the course, with student work required on google docs and presentation applications.

Other

Part C: Scope and Sequence/Units of Study

Develop a Scope and Sequence or Units of Study for the curriculum. (Please attach.)

Part D: Curriculum Writing

If this proposal is approved, you will be expected to map the units of study that will be covered in this course of study.

Recommended Hours	Requested Hours
New Course – Semester approximately 20 hours Year Course approximately 40 hours **Revision** – Semester approximately 15 hours Year Course approximately 20 hours	Total Hours: 20 hours

Part E: Professional Development

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

Activity	Requested Hours

Part F: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

Title	Signature	Date
Recommended by:	Dana Firmender/Vivian Segall	10/21/15
Secondary Instructional Leader	Michael Crowley	10/21/15
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

Scope and Sequence
Course Title: Ethical Arguments in Fiction and Non-Fiction
Authors: Dana Firmender, Vivian Segall

Course Description	This semester course will expose students to ethical arguments and how these arguments are illustrated in both literature and nonfiction texts. Students will examine current ethical issues and evaluate opposing arguments. The texts studied will range from short stories and dramas to essays and articles. The core text, *Contemporary and Classic Arguments*, provides analysis of ethical arguments with relevant articles and instruction on how students can best formulate their own positions. Classroom discussions, debates, Socratic circles, and oral presentations will require students to develop the critical speaking and listening skills inherent in college-level seminar courses. Writing assignments will include reflection papers, ethical argument essays, and discussion questions/notes on readings.
Units of Study	Unit One: How to Construct an Argument (3 weeks) Unit Two: Rules, Rights, Duties, and the Greater Good (6 weeks) Unit Three: Responsibility to Self (3 weeks) Unit Four: Medical Ethics (2 weeks) Unit Five: Gender Equality (4 weeks)
Texts	**Unit One: How to Construct the Argument Essay** -Part One of *Contemporary and Classic Arguments* **Unit Two: Rules, Rights, Duties, and the Greater Good** -Euripides *Medea* -Levine "The Case for 'Service'" -Ricks "Let's Draft Our Kids" -King *The Letter from Birmingham Jail* -Eggers "Serve or Fail" -Ephron "The Boston Photographs" -O'Brien *The Things They Carried (excerpt)* **Unit Three: Responsibility to Self** -Tugend "Vocation or Exploration? Pondering the Purpose of College" -Nemko "America's Most Overrated Product: The Bachelor's Degree" -Delbanco "Three Reasons College Still Matters"

	-Tarshis "Is Facebook Making You Mean?" -Wortham "It's Not About You, Facebook. It's About Us" **Unit Four: Medical Ethics** -Green "Building Baby from the Genes Up" -Hayes "Genetically Modified Humans?" **Unit Five: Gender Equality** -Ibsen *Hedda Gabler* -Brady "I Want a Wife" -Woolf "Professions for Women" -McGregor "Military Women in Combat: Why Making It Official Matters"
Assessments	Philosophical Argument Paper: Present your belief and a reasonable argument against it and provide a discussion. (two are required) Socratic Circle: -Medea and Jason -Gender Issues *(Hedda Gabler)* Debate: -Forced Service by Students -Genetic Modification Oral Presentations throughout the semester (one is required) Final course assessment - Research Presentation: Choose a topic that was not covered throughout this course (e.g. terrorism, gay rights, happiness, immigration, cloning) and research opposing arguments for that topic. Create an oral presentation, including a visual, that will delineate both sides of the issue and lead a class discussion following the presentation. Prepare discussion questions. You must hand in a written reflection on what you learned by researching this topic and whether your position changed after researching both sides.

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Ethical Arguments in Fiction and Non-fiction			
Subject Area	English -- Honors	Grade Span	12	
Proposal Author(s)	Firmender/Segall	Date	10/2015	
Course of Study	New	X	Revised	
	Semester	X	Full Year	

Respond to the following questions as they apply to your proposal.

Part A: Resource Proposal

Resource Title:	*Contemporary and Classic Arguments* 2nd Edition/*Hedda Gabler*/*Medea*		
Resource Type: (print or digital)	print		
Author/Editor:	Barnet & Bedau/ Ibsen/Euripedes	Copyright Date:	various
Publisher:	various	Latest Revision Date:	
Recommended for use in grade(s)	12	High/Avg/Low level:	High
Subject	English -- Honors		
Course Title:	Ethical Arguments in Fiction and Non-fiction		
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

These texts provide the course with ethical arguments that will support discussion and research projects. The central text (*Contemporary and Classic...*) is broken up into ethical arguments and supports student learning with instruction on how to structure effective arguments and related essays and other texts. The dramas (*Medea* and *Hedda Gabler*) have been used for decades as classic examples of ethical decisions-making and fit perfectly with the modern writing included in the central text.

Why is this resource needed? Include an explanation of how the text relates to the proposed course of study.

These resources support the study of ethical argument and provide material on how to best structure students' own arguments.

Identify other resources that were considered, and include the publishers/copyright.

Siddhartha by Herman Hesse
Oedipus by Sophocles
Never Let Me Go by Kazuo Ishiguro

Why was the recommended resource chosen?

Relevance, length, cost

Part C: Funding

Funding for this course should be included in the budget for the implementation year. Failure to include the funding may result in a delay in implementation. Courses added to program of studies booklets prior to approval by the Board of Education should include "pending BOE approval" alongside the course title.

Budget Request:

Item	Quantity	Unit Price	Extended Price
Resource	60 (of each)	28/12.70/12	3162.00
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies		tax, etc	316.20
Professional Development			
		Total	3478.20

*Describe Equipment/Hardware

Part D: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

Title	Signature	Date
Recommended by:	Dana Firmender Vivian Segall	10/21/15
Secondary Instructional Leader:	Michael Crowley	10/21/15
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Curriculum Proposal Form

Course Title	Travel Literature			
Subject Area	English -- Honors	Grade Span	12	
Proposal Author(s)	Massey/Rider	Date	10/2015	
Course of Study	New	X	Revised	
	Semester	X	Full Year	

Respond to the following questions as they apply to your proposal.

Part A: Course Information

Rationale for Requested Curriculum Work

As we developed semester courses for College Prep Seniors, it became apparent that the same structure would benefit our Honors Program. Anticipating the CT High School Reform Act, students will be required to take another year of Humanities and this course can help fulfill that requirement at the Honors level. When we surveyed Juniors and Seniors about possible senior courses, 20% responded that they were interested in a Travel Literature course.

Provide a narrative description of the course.

Through literary accounts of individuals' journeys both in America and abroad, students will explore what is learned about the self, others, and culture through travel. Students will address issues of identity, self-exploration and discovery, humanitarianism, and prejudice. Students will analyze and compose written pieces that will include, but are not limited to, personal narratives/memoirs, literary analyses, and travel blogs/journals. Classroom discussions and presentations will require students to develop their critical speaking and listening skills and mimic the expectations inherent in college-level seminar courses.

Describe any prerequisites for taking this course and how this course fits in a sequence.

Recommendation into Honors English from previous year's teacher.

If this is a revision to a course, what data (quantitative/qualitative) contributed to the need for a revision?

N/A

Can the existing school facility/schedule accommodate this change? Require any additional staffing?

Yes, we can accommodate this change with no additional staffing.

In developing this course, please cite the research and sources consulted in designing this proposal.

St. John Fisher College syllabus: Literature of Travel
Conde Nast: The 86 Greatest Travel Books of All Time

Huffington Post: 10 Greatest Travel Books of All Time

Part B: How does your Curriculum Proposal meet the mission of the district?

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Provide evidence for each of the following:

Standards

READING INFORMATIONAL TEXTS: RI.11-12.1,2,3,5,7 READING LITERARY TEXTS: RL.11-12.1-10 WRITING: W.11-12.1-2, W.11-12.4-8 SPEAKING AND LISTENING: SL.11-12.1-6

Challenging/Relevant

The material in this course requires students to critically reading a variety of challenging texts and to use their writing and discussion skills in analysis and evaluation. High school seniors are on the precipice of perhaps their most exhilarating and frightening journey: leaving home for the first time. All the texts in this course have a young protagonist who is finding meaning outside of their home and making life changing decisions on a daily basis.

Inquiry based

The curriculum of this Senior Elective requires students to ask constant questions of themselves, their peers, and the texts themselves. Students will be addressing essential questions throughout the semester, using them as the basis to electronic blogs, formal analysis papers, and class presentations.

Technology

The course requires students to utilize technology for presentations, blogging, research, and formal literary papers.

Other

Part C: Scope and Sequence/Units of Study

Develop a Scope and Sequence or Units of Study for the curriculum. (Please attach.)

Part D: Curriculum Writing

If this proposal is approved, you will be expected to map the units of study that will be covered in this course of study.

Recommended Hours	Requested Hours
New Course – Semester approximately 20 hours Year Course approximately 40 hours **Revision** – Semester approximately 15 hours Year Course approximately 20 hours	Total Hours: 20 hours

Part E: Professional Development

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

Activity	Requested Hours

Part F: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

Title	Signature	Date
Recommended by:	Laura Massey, Ken Rider	10/21/15
Secondary Instructional Leader	Michael Crowley	10/21/15
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		

Scope and Sequence
Course Title: Travel Literature
Authors: Laura Massey, Ken Rider

Course Description	Through literary accounts of individuals' journeys both in America and abroad, students will explore what is learned about the self, others, and culture through travel. Students will address issues of identity, self-exploration and discovery, humanitarianism, and prejudice. Students will analyze and compose written pieces that will include, but are not limited to, personal narratives/memoirs, literary analyses, and travel blogs/journals. Classroom discussions and presentations will require students to develop their critical speaking and listening skills and mimic the expectations inherent in college-level seminar courses.
Units of Study	**Unit One: Why Travel? (2 weeks)** **Unit Two: The American Spirit of Travel (4 weeks)** **Unit Three: Travel to Discover Our Roots (4 weeks)** **Unit Four: Women Travellers (5 weeks)** **Unit Five: Independent Exploration (5 weeks)**
Texts	Unit One: Introduction: Why travel? To introduce the essential question that serves as the basis of our exploration of travel literature, students will participate in an inquiry-based lesson. Students will be presented with various articles, song lyrics, videos, poems, and pictures that highlight different motivating factors for travel. Students will respond to each group of artifacts through writing and small group discussion, and will ultimately be asked to create an essential question that addresses the ideas generated in their written and oral reflections. "Why travel?" is a question that is going to be revisited throughout each unit of study in this course, yet the conclusions will always be different. Unit Two: The American Spirit of Travel *Into the Wild*: Jon Krakauer Throughout the reading of this informational text, students will focus on the ideas of self-discovery, the values of the individual vs. those of society, Transcendentalism, and the impact relationships have on individuals. Students will also focus on how travel influences these ideas. Throughout their reading, students will participate in

	whole-class and small group discussion, compose literary responses to essential questions, as well as participate in individual or small group presentations. The culminating assignment for this text will be to research and write a literary analysis paper focusing on how Transcendentalist ideas are explored throughout the text. Unit Three: Travel to Discover Our Roots *Catfish and Mandala*: Andrew X. Pham In this nonfiction text, Andrew Pham documents his search for his roots while delving into questions of family, home, and cultural identity. Students will focus on broad questions of what is home, where do we fit, and how one finds oneself through travel. A special focus will also be paid to solo travel. Students will also read informational articles about Vietnam and war, which is when Pham's family escapes to America. To promote a better understanding of the modern Vietnam that Pham encounters, short video clips will be utilized throughout the reading Unit Four: Women Travellers *A Room with a View:* E.M. Forster *The Best Women's Travel Writing: True Stories from Around the World:* Lavinia Spalding This unit pairs E.M Forster's classic novel of a young Englishwoman discovering herself abroad with a modern non-fiction anthology to highlight the female perspective and experience while traveling. Throughout their reading, students will participate in electronic reader response journals that will develop the skills of summary and analysis of text. These journals will be used for individual assessment, as well as to generate whole class discussion, focusing on the female perspective and experience, self-discovery, solo vs. companion travel, and the importance of humanitarianism through travel. Unit Five: Literature Circles Literature circles: Students will choose a book from a teacher-generated list and engage in reading, discourse, and writing. Titles may include: A Walk in the Woods, A Moveable Feast, On the Road, and Travels with Charlie. Writing: Literary criticism essay. Film: *Everything is Illuminated*- paired with *Catfish and Mandala*

Assessments (please pair with appropriate texts)	Unit One: Narrative Writing: What kind of traveler are you? Your concept of yourself as a traveler. Do you see yourself as a traveler, why/why not? Where have you been, want to go? Unit Two: Literary Essay The culminating assignment for this text will be to research and write a literary analysis paper focusing on how Transcendentalist ideas are explored throughout the text. Unit Three: Multimedia Project Students will be given financial and time, but no geographical, restrictions. Students will choose their travel routes (must include at least 5 countries), research each site, diary their experiences, include photos, historical or cultural information, and personal reflections and/or lessons learned about themselves and their world. What will you eat in each place? Where will you stay? How will you travel within the country? What sights will you see? "Buy" plane tickets. Unit Four: Compare/Contrast Essay Students will compose a formal compare/contrast essay juxtapositioning Lucy Honeychurch from *A Room with a View* with one of the subjects from the *Women's Travel Writing* Anthology. Unit Five: Independent Reader's Journal Students will complete an independent reader's journal about the subject/theme of their chosen Book Club text.
Notes	

MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION

Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

Course Title	Travel Literature			
Subject Area	English - Honors	Grade Span	12	
Proposal Author(s)	Massey/Rider	Date	10/2105	
Course of Study	New	X	Revised	
	Semester	X	Full Year	

Respond to the following questions as they apply to your proposal.

Part A: Resource Proposal

Resource Title:	*Into the Wild, Catfish and Mandala, A Room with a View, The Best Women's Travel Writing, A Walk in the Woods, A Moveable Feast, On the Road, Travels with Charley*		
Resource Type: (print or digital)	print		
Author/Editor:	various	Copyright Date:	various
Publisher:	various	Latest Revision Date:	
Recommended for use in grade(s)	12	High/Avg/Low level:	high/avg
Subject	English -- Honors		
Course Title:	Travel Literature		
Digital Resources only: Minimum Device Requirements			

Part B: Resource Information

Rationale for Requested Resource

These texts are needed to support the travel literature curriculum.

Why is this resource needed? Include an explanation of how the text relates to the proposed course of study.

New course -- resources required.

Identify other resources that were considered, and include the publishers/copyright.

The Motorcycle Diaries by Che Guevara
Eat, Pray, Love by Elizabeth Gilbert
Into Thin Air by Jon Krakauer

Why was the recommended resource chosen?

These texts provide a broad range of perspectives on travel, representing different time periods, cultures, and genders.

Part C: Funding

Funding for this course should be included in the budget for the implementation year. Failure to include the funding may result in a delay in implementation. Courses added to program of studies booklets prior to approval by the Board of Education should include "pending BOE approval" alongside the course title.

Budget Request:

Item	Quantity	Unit Price	Extended Price
Resource			
Into the Wild	30	15.47	464.10
A Room with a View	60	10.47	628.20
Best Women's Travel Writing	60	14.02	841.20
Catfish and Mandala	60	12.64	758.40
A Walk in the Woods	15	10.50	210.00
A Moveable Feast	15	15.50	310.00
On the Road	15	16.20	324.00
Travels with Charley	15	13.30	266.00
Workbooks			
Software/Online textbook			
Equipment/Hardware*			
Other supplies		(tax, etc)	380.19
Professional Development			
		Total	4182.09

*Describe Equipment/Hardware

Part D: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

Title	Signature	Date
Recommended by:	Laura Massey, Ken Rider	10/21/15
Secondary Instructional Leader:	Michael Crowley	10/21/15
Principal/Director:		
Director of Instruction:		
Assistant Superintendent:		
Superintendent:		
Board of Education		