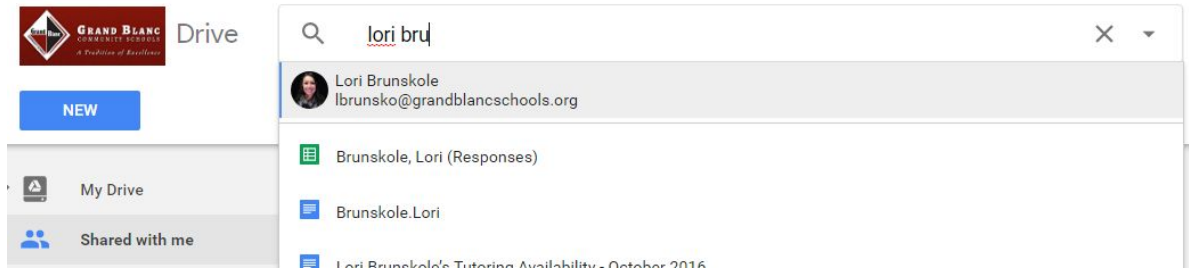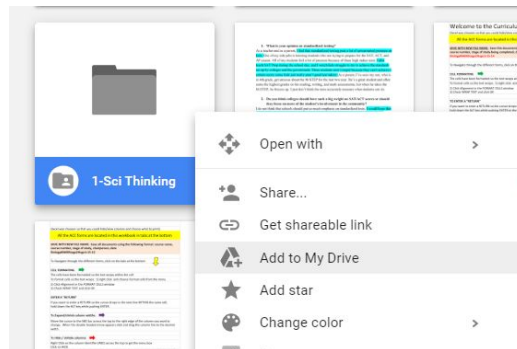As you begin your curriculum study, please use this step-by-step guide to help you understand the process and what you need to complete throughout Stage 1. Each step is explained, and most steps have a picture of what the completed information looks like in case you are confused. High School teachers, if you have any questions, you can contact Lori Brunskole (lbrunsko@grandblancschools.org). Middle and Elementary teachers, if you have any questions, you can contact Amber Hall (ahall@grandblancschools.org) or Mary Carr (mcarr@grandblancschools.org).
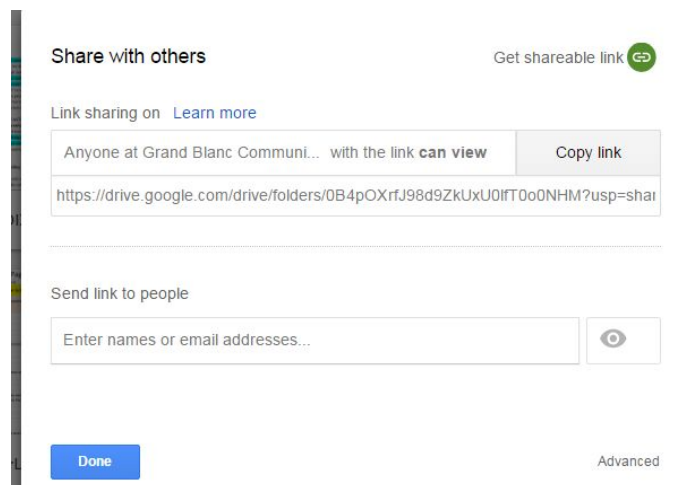
_____ **Step 1:** Begin by opening your study in Google Drive. Go to your Shared Items, locate the folder that corresponds to your study (the search bar will help you with this - just search for Lori Brunskole (HS) or Amber Hall (MS or Elementary), click on it, and you'll see all of the folders and documents we've shared with you) and open the folder.

- Once you've found your study folder, add it to your Google Drive by hovering over the folder and right clicking. Select "Add to My Drive." You will now have access to this folder for all of eternity…or at least until you retire.
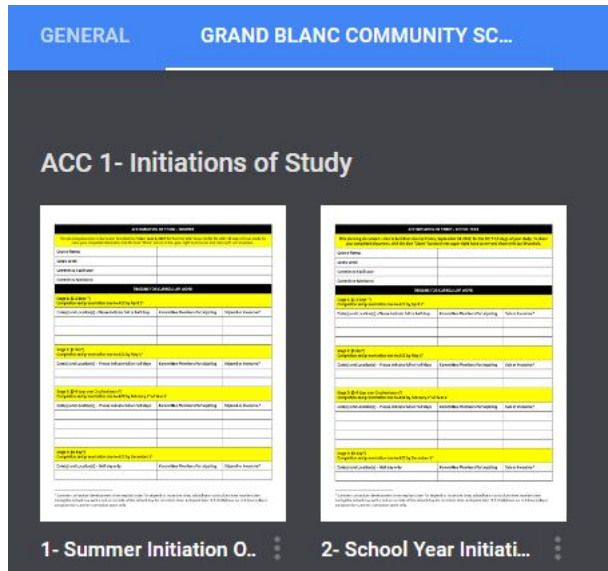

- Next, share the study folder with your other group members. This will allow everyone in your study to be able to access the files that you will be using during this seven-year cycle. To share with your group, simply right click on the folder, select "Share," and input your group members' names under "Send link to people."
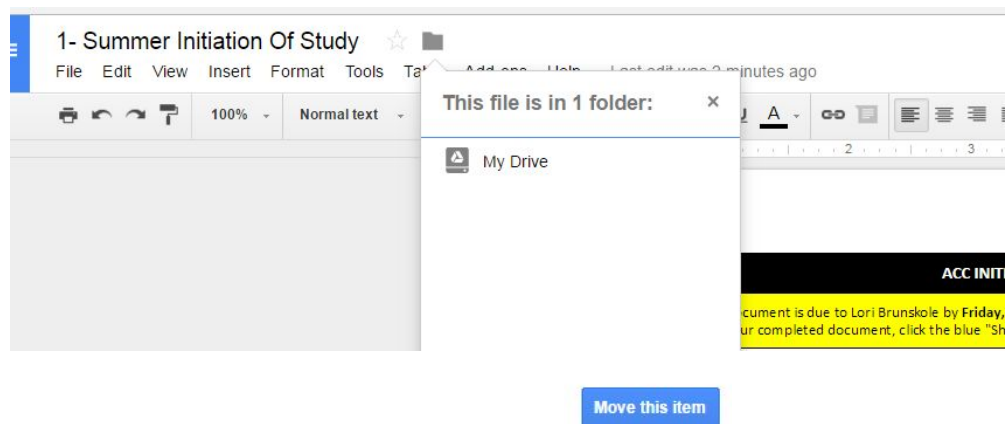
_____ **Step 2: Let's retrieve the templates you'll need for this stage of your study.** In the search bar, type in (or click the link here) http://docs.google.com/templates. This is where you will find all of the forms you will need for the next 7 years. No more Excel means you can now work collaboratively with your committee without the fear of losing documents or having problems with formatting.

Select the "Grand Blanc Community Sc…" Tab. You'll see at the top of page "ACC 1 - Initiation of Study."

Select "1 - Summer Initiation." Google will automatically open your copy of this document in your own Google Drive. We'll now move this into your Google Drive ACC folder by hovering over the gray folder next to the file name, clicking the blue "Move this item" box and selecting the folder you want to move it into. If you move it into your shared ACC folder, all of your committee members will be able to view and edit this document.

You will repeat this step by going to http://docs.google.com/templates and selecting each of the following files:

1. **ACC 1 - Initiations of Study**
   _____ 1 - Summer Initiation Of Study
   _____ 2 - School Year Initiation of Study

2. **ACC 2 - Stage 1 Documents**
   _____ 1 - Stage 1 Directions
   _____ 2 - CourseName.CourseNumber.Stage1.LastName.StudyDueDate
   _____ 3 - Stage 1 Minutes and Sign In
   _____ 4 - Pilot and Implementation Costs
   _____ 5 - Steps for Ordering Pilot Materials

3. **ACC 3 - Curriculum Guide**
   _____ CourseName.CourseNumber.CurriculumGuide

_____ **SUMMER WORK REQUESTS ONLY:** If you would like to request time to work on your study during the summer (either for incentive time or stipend), complete the Summer Initiation of Study form and share it with Lori Brunskole (lbrunsko@grandblancschools.org) and Mary Carr (mcarr@grandblancschools.org) by **Friday, June 9th**. You should fill it out for Stage 1 only. For Stage 1, you may take up to **2 days** to complete your work.

_____ **Step 1:** If you would like to request time to work on your study during the school year (either with a substitute during the school day or by working at home for incentive time), open the Initiation of Study folder from Google Drive and complete the School Year Initiation of Study form and share it with Lori Brunskole (HS) or Mary Carr (Middle and Elementary) by **Friday, September 15th**. You should fill it out for Stage 1 only. For Stage 1, you may take up to 2 days to complete your work.

_____ **Step 2:** Start looking online and contacting book reps to see if there are new textbooks and resources that might be worth exploring for your class. If there are things you want to look at when you meet for the first time with the members of your study, see if book reps will send you a free copy of the textbooks and materials you are interested in. If you cannot get these materials for free, check with Amber Hall (ahall@grandblancschools.org) to see if ACC can cover some pre-pilot materials.

_____ **Step 3:** Meet with your committee. The purpose of Stage 1 is to review your curriculum, research current best practices, identify areas of need, and determine a pilot plan. You are given **two days** to complete this work.

During this time, you need to complete the following parts of **Stage 1**, located on the file named CourseName.CourseNumber.Stage1.LastName.StudyDueDate

- _____ Review of District Assessment Data: Look at the current assessment related to your study (ACT scores, AP scores, district/department reading tests, unit pre/post tests, etc.) to determine weaknesses/strengths in your current curriculum.

Review of District Assessment Data (A few summarizing statements that link this course work to assessments and the trends and findings):	The Grand Blanc High School Class of 2019 scored an average of 463 out of 800 possible points on the PSAT 9 English Reading and Writing test, administered during April of 2016. The College Board suggests that a score of 470 and above denote college and career readiness. Since this was the first year of the PSAT 9, we do not have comparative data from previous school years.

- _____ Best Practice/current research for course curriculum and instructional strategies: Review the best practices in your subject area and indicate the recommended strategies for teaching this particular class. A good place to start would be to look at the state and national sites for your subject are (NCTE, NCTM, MRA, etc.). Make sure to cite where you found the information.

Best Practice and Current Research for Course Curriculum and Instructional Strategies (Summarize here and cite sources):	The high school English Language Arts classroom has the important job of teaching students skills in reading, writing, and speaking. Students need to "read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts" (Gallagher, 2004). The CCSS also advocates that students "become proficient writers when they communicate their ideas, thoughts, and opinions effectively" (Gallagher, 2011). Students need to be exposed to effective language use, vocabulary use, and high levels of content understanding. To achieve this goal, students need experience with both formative and summative assessments that reflect "the learning of a variety of skills based on student need" (English Language Best Practices, 2015). Additionally, students need practice in "metacognitive activities to develop revision and editing skills" (Burke, 2013).

- _____ Identify existing materials: Make a list of the materials currently available for your class. Be sure to include textbooks, technology, supplemental material, etc.

Identify Existing Materials:	Textbooks: Holt McDougal Literature (with online access), The Write Source Supplemental Texts: Night, To Kill a Mockingbird, And Then There Were None

- _____ **Statement of Needs:** Determine what would help the class function better and help the students meet the needs you identified in the Review of Assessment Data.

Summary of Needs - Include curriculum emphases, materials, training needs, etc.	Although English 9 currently uses a literature textbook with online access, we do not believe that it is cost effective to continue purchasing textbooks and online licenses for the minimal amount of text that we use from these books. All of the stories that we read from the literature book are available in the public domain, so it would be far more cost effective to simply post these stories online on a common English 9 Google Classroom or Weebly site. Additionally, the literature books we currently use have only been used as classroom sets, so they are in excellent condition and will last for another 7 years. We would like to continue teaching the Odyssey and Romeo and Juliet as they are foundational pieces of literature and cultural awareness. While the Odyssey can continue to be taught from the current literature textbooks, we would like to request funding for individual copies of Romeo and Juliet that have more supportive footnotes and endnotes to guide student reading. We will continue teaching To Kill a Mockingbird, but we need to replace our current copies with Permabound editions during implementation. We will also continue teaching Night, but since these books are Permabound editions, we will only need to purchase books to replace damaged or lost books during implementation. We have considered selecting a higher-interest novel to replace And Then There Were None

- _____ **Technology requirements from piloting:** Answer the questions to the best of your knowledge. If you determine during your pilot research that you will need technology during the pilot stage of your class, you must send a detailed list of technology that you would like to pilot to Herb Wansitler (hwansitl@grandblancschools.org) for approval. You must include a copy of his approval when you turn in your Stage 1 paperwork. Forwarding Lori Brunskole (HS) or Mary Carr (Middle and Elementary) his approval email when you submit Stage 1 will suffice.

Course Technology:	Indicate Yes/No and Explain:	Herb Wansitler's Approval - Include Date:
Technology is needed to run course requirements	Yes - Students use online resources and Google Docs for reading, writing, revising, and editing.	N/A
Is it currently available in district?	Yes - We will continue to pilot new additional online resources using Chromebooks	N/A
If it needs to be purchased, is it compatible with current systems? If not, what needs to be done?		
Timeline for installation:		
Funding source - Technology or ACC budgets:		

- _____ **Curriculum Research Plan:** Now that you have identified the needs of your study, determine how you will research possible new resources and decide how and what to pilot.

Curriculum Research Plan (Summarize the steps your group will take to research the curriculum for your course):	1. Find a version of Romeo and Juliet that offers support to students without "translating" the text 2. Examine PSAT 9 and develop lessons to address reading and writing skills on the test 3. Confer with English 10 and 11 teachers to see what skills are being taught at each level 4. Review materials and decide which novels to pilot 5. Contact Permabound to discuss pricing and Holt McDougal to discuss pricing of continuing online capabilities

- _____ Pilot Plan: Determine a pilot plan for the following school year. This should begin in September and will end in March. The pilot plan should include the materials that will be piloted, the teachers who will be piloting them, and the timeline for the pilot to take place. Make sure that everything you are requesting on your budget sheet is included in your pilot plan.

Pilot Plan (This is usually filled in towards the end of Stage 1, once you have identified the materials to pilot and you have devised your piloting plan):	1. Pilot No Fear Romeo and Juliet using the online version (available for free) to supplement Shakespeare's original text 2. Expand poetry and grammar units and increase nonfiction taught through free online resources

Each time you meet, you must record who was present and what was accomplished. This information can be entered on the **Stage 1 Minutes and Sign In** file.

- _____ Sign in and Minutes: If you took a day during the school year and were covered by a substitute or if you are requesting incentive time or curriculum pay, you must complete these forms.

Date - Indicate whether it was a half or full day	Sign In - Who was present at this meeting? Indicate SUB, PAY, or INCENTIVE next to each committee member's name	Topics Discussed/Researched
Day 1: 8/12/2016 Full - 8:00-2:00	Justin Taylor - INCENTIVE Amanda Bruin - PAY Lori Brunskole - INCENTIVE Beth Hassenzahl - INCENTIVE Rachel Kenney - INCENTIVE Andrea Lundy - INCENTIVE	• Saved copy of ACC paperwork and filled in Initiation of Study • Discussed current materials and needs of the course • Research current best practices for ELA classrooms • Examined PSAT 9 data for Class of 2019 • Wrote Statement of Needs • Discussed use of technology and need for Chromebooks after pilot stage • Began working on curriculum guide • Emailed rep at Permabound to check on pricing
Day 2: 2/9/2017 Full - 7:30-2:16	Justin Taylor - SUB Amanda Bruin - SUB Lori Brunskole - SUB Beth Hassenzahl - SUB Rachel Kenney - SUB Andrea Lundy - SUB Nicholas Ender - SUB	• Discussed continuing online capabilities of current textbook for audio • Contacted Holt McDougal to discuss pricing to continue online books (not needed until Stage 2 - Implementation) • Discussed additional novels to pilot to replace And Then There Were None - We Are the Ants, Bone Gap, Absolutely True Diary of a Part-Time Indian, This Is Where It Ends, Forgive Me Leonard Peacock, Looking for Alaska, Feed, All American Boys • Made a plan for reading new novels prior to ordering pilot materials • Completed curriculum guide • Developed a Weebly site to house PDF's for all short stories - gbhsenglish9.weebly.com

Next, you need to complete the Pilot Costs in the **Pilot and Implementation Costs** Google Sheet. From your Google Drive, open the 4 - Pilot and Implementation Costs that you retrieved from Google Forms earlier. This document will give you detailed instructions on how to access the Sheets file.

- _____ List all materials you are asking to pilot: Please remember that this is a pilot, which means it should be materials that you are *testing* not materials you know already work that you just need to reorder. (For example, if you have always used a certain book for your class, but you just need more copies because the old ones are falling apart, you don't need to pilot them. They will go in your implementation costs next year.) Also, please keep in mind the materials that are already available at the high school that you could use during your pilot year to make sure they will work instead of purchasing one during your pilot. (For example, if you want to see if your students would benefit from having their presentations videotaped, instead of purchasing a video camera to pilot, borrow one from the library to make sure it will work. Then you can put it in your implementation costs the next year.) Finally, please attempt to limit your pilots to as few copies as possible and try to work out a way to share pilot materials between teachers. Pilot funds are limited, and copies of materials for every student can be purchased during implementation.

Course:	English 9					Level:	9th grade			
PILOT COSTS						**IMPLEMENTATION COSTS**				
STAGE I - Curr Dev Time						STAGE 2 - Curr Dev Time				
Number of People		6.5	Days	2	$1,183.00	Number of People		Days		$0.00
			(1 day = $91)					(1 day = $91)		
Texts/Workbooks/Resources										
Item		Quan	Price		Total	Item	Quan	Price		Total
					$0.00					$0.00

- _____ Request accurate quotes from each company that you will be working with. Don't just find prices on their websites or on Amazon, as the prices may not be accurate or the company may offer you a deal if they know you are piloting.
- Remember to fill in the number of students that will be affected by the study and the current total amount for the study at the bottom of the spreadsheet.

				STAGE 3 - Curr Dev Time			
				Number of People		Days	$0.00
				STAGES 1 - 3 SUBTOTAL			$1,183.00
				STAGE 4 - Curr Dev Time			
				Number of People		Days	$0.00
			NUMBER OF STUDENTS AFFECTED/COST PER STUDENT:	500			$2.37

TOTAL: (Curriculum Work/Pilot/Implementation) $1,183.00

Finally, you need to complete the following sections of the Curriculum Guide for this class. From your Google Drive, open the CourseName.CourseNumber.CurriculumGuide that you retrieved from Google Forms earlier. The Stage 1 sections are highlighted in blue.

- _____ Standards: List the standards that will be covered in your class.
  - While it isn't required, some people find that it is also easier if they complete the Unit or Topic column during this stage to help organize their standards - I have highlighted these in blue as well, but if you'd like to wait until Stage 3 to complete them, that works, too.
- _____ Enduring Understandings & Essential Questions: Enduring Understandings synthesize what students should understand, not just know or do, as a result of studying a particular content area. Essential Questions address the overarching themes of a particular unit. Essentially, both of these break down a standard and indicate what it means in simpler terms.
- _____ Vocabulary: List the essential vocabulary related to the particular standard or unit.

Topic	Pacing	Unit	Standards	Essential Questions and Enduring Understandings	Learning Targets	Vocabulary and Concepts	Materials	Assessments
Short Stories, Literary Devices, and Literary Analysis Essay	5-6 weeks	Short Stories & Literary Devices	RL.9-10.1, RL.9-10.2, RL.9-10.G33, W.9-10.2, RL.9-10.9	How do authors utilize literary devices to convey meaning? What are some strategies that we can use to understand short literature? How do I participate effectively in small group and whole class discussions? What are the skills necessary to write an effective analytical essay? How do I develop a defensible thesis? How do I correctly cite		Cause & Effect, Double Entry Diary, Annotating, Mapping, Analysis, Allusion, Antagonist, Protagonist, Figurative Language, Plot, Exposition, Inciting Incident, Rising Action, Climax, Falling Action, Resolution, Theme, Suspense, Symbol, Theme, Conflict, Irony, Point of View, Character Types (Dynamic, Static, Flat, Round, Major, Minor),		

_____ **Step 6:** Once you have completed your paperwork, it should be shared with the following people:
- High School:
  - Lori Brunskole (lbrunsko@grandblancschools.org)
  - GBHS Principal
  - Your Department Chair
  - Other teachers affected by the study
- Middle and Elementary Schools:
  - Mary Carr (mcarr@grandblancschools.org)
  - Your Principal
  - Your Department Chair
  - Other teachers affected by the study

The 2018 deadline for Stage 1 is Friday, March 16th. If you turn in your study at this time, you will present at the March 29th BAC meeting (HS Only) and the April 19th ACC meeting. However, you are welcome to turn in your paperwork at any time up until that meeting. Please refer to the **2017-2018 BAC/ACC Meeting Schedule** for information on due dates for each meeting.

_____ **Step 7:** Once your study has been approved by ACC, you can begin the ordering process. Please see the **5 - Steps for Ordering Pilot Materials** document for information on how to complete this process.

Paperwork and sections that need to be filled out:

Stage 1
- Review of District Assessment Data
- Best Practice/current research for course curriculum and instructional strategies
- Identify existing materials
- Statement of Needs
- Technology requirements for piloting
- Curriculum Research Plan
- Pilot Plan

Pilot and Implementation Costs
- Complete ONLY the Pilot Costs

Stage 1 Minutes and Sign In (MUST be completed if you were approved through ACC for summer time, a school day with a substitute, or incentive time)
- Record the date, time, and teachers present each time you meet
- Indicate whether you used a substitute or are requesting incentive time
  - If you are meeting in the summer, you would indicate if you are taking summer pay OR incentive time
- Minutes (MUST be completed if you were approved through ACC for summer time, a school day with a substitute, or incentive time)

Guide
- Standards
  - Some people find that it is also easier if they complete the Unit or Topic column during this stage to help organize their standards
- Enduring Understandings & Essential Questions
- Vocabulary