

Curriculum/Technology Committee

October 5, 2020



Welcome

- ▶ Introductions
- ▶ Role of the Curriculum/Technology Committee
- ▶ Introduction of Norm Potter
 - Role of the Curriculum Supervisor



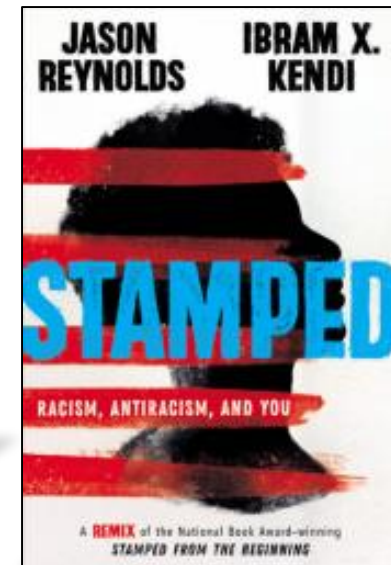
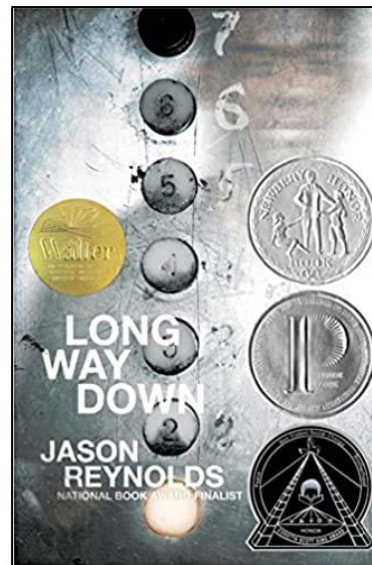
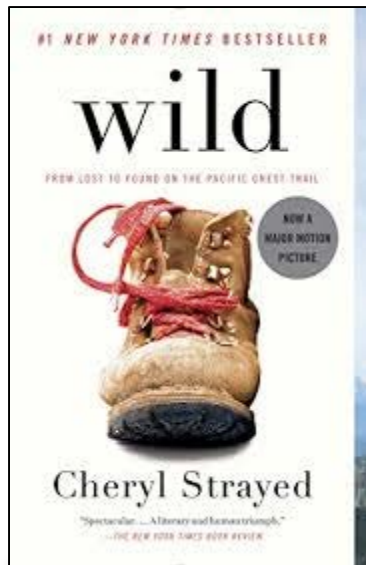
Curriculum updates

- ▶ Jen Farthing, Director of Curriculum

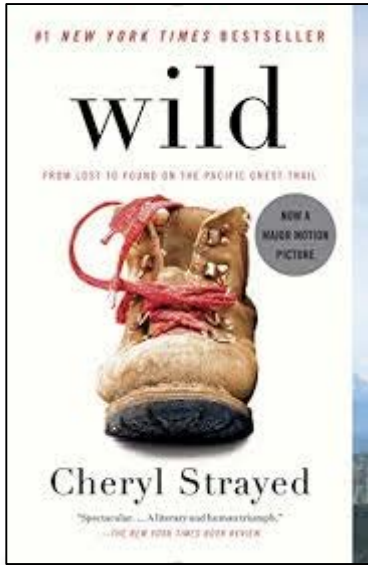


English 10

- ▶ Megan Holzheimer, English Teacher at Twinsburg High School



Wild by Cheryl Strayed (2012) Book Proposal



Overview: At twenty-two, Cheryl Strayed thought she had lost everything. In the wake of her mother's death, her family scattered and her own marriage was soon destroyed. Four years later, with nothing more to lose, she made the most impulsive decision of her life. With no experience or training, driven only by blind will, she would hike more than a thousand miles of the Pacific Crest Trail from the Mojave Desert through California and Oregon to Washington State — and she would do it alone. Source:

Goodreads.org

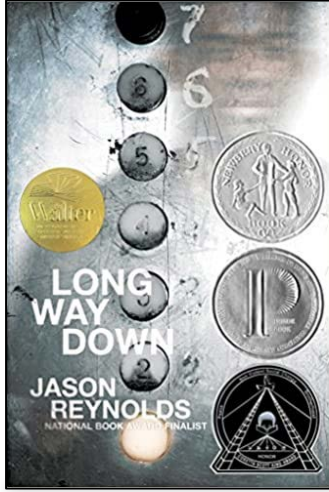
Scholastic Grade Level Recommendation:
Grades 9-12

Common Sense Media Recommendation:
Grades 10-12

Merit and Unit Goals:

- Genre: nature memoir
- Incorporates more female perspectives into our curriculum
- Will be used as a summer reading option alongside *Into the Wild* by Jon Krakauer
- Provides another nonfiction option for sophomore students to practice and build skills necessary for English 10-12

Long Way Down by Jason Reynolds (2017) Book Proposal



Overview: This is *New York Times* bestseller Jason Reynolds's fiercely stunning novel that takes place in sixty potent seconds—the time it takes a kid to decide whether or not he's going to seek revenge on the guy who killed his brother. The whole long way down, as the elevator stops on each floor, and at each stop someone connected to his brother gets on to give Will a piece to a bigger story than the one he thinks he knows. A story that might never know an END...if WILL gets *off* that elevator. Source: Goodreads.org

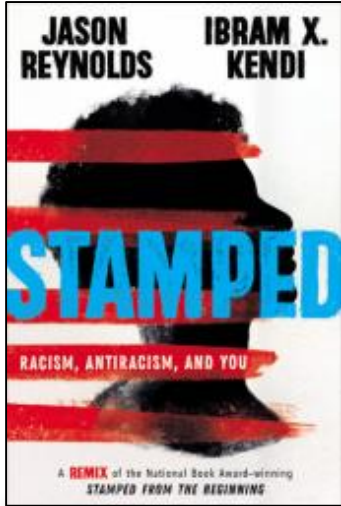
Scholastic Grade Level Recommendation:
Grades 8-12

Common Sense Media Recommendation:
Grades 8+

Merit and Unit Goals:

- Genre: young adult novel told in free verse
- Will be utilized in English 10 poetry unit
- Focused discussion on problem-solving skills
- Students will use creative writing styles and choice boards to demonstrate understanding
- Students will practice using and imitating new forms of diction and syntax to challenge and improve writing skills

Stamped: Racism, Anti-Racism, and You by Jason Reynolds and Ibram X. Kendi (2020) Book Proposal



Overview: The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited. Source: Goodreads.org

Scholastic Grade Level Recommendation:

Grades 7-12

Common Sense Media Recommendation:

Grades 7+

Merit and Unit Goals:


- Genre: nonfiction (continue to support need of informational texts)
- Provides a diverse perspective of United States history that is frequently ignored in textbooks/literature books
- Information supports the historical context we share with students in American literature so they have a better understanding of the time period in which our authors are/were writing
- Supports department and district goals of incorporating more inclusive voices into our curriculum

Social Justice in Literature

- ▶ **Megan Holzheimer, English Teacher, Twinsburg High School**



Course Introduction

- ▶ Offered to juniors or seniors as an English elective course
 - ▶ Establish classroom guidelines and expectations for safe and supportive dialog
 - ▶ Reflect on implicit bias (Teaching Tolerance tool)
 - ▶ Understand and unpack the 4 I's of oppression activity
 - ▶ Review Social Justice Standards (from Teaching Tolerance)
 - ▶ View Chimamanda Ngozi Adichie's TED Talk "Danger of a Single Story", discuss implications, draw connections
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Course Structure

Each quarter will have learning objectives about the topic, engage in reading material, then end with the following activities:

- ▶ **Reflect:**

- Draw connections (text-to-self, text-to-text, text-to-world)

- ▶ **Resist:**

- Research current state
- Identify modern examples of activism

- ▶ **Act:**

- PBL: complete culminating paper, project, or presentation

Quarter 1 – African American Experience

▶ Learn:

- Review history (1619 Project)
- Define terms to know
- Discuss systems of oppression

▶ Read:

◦ Possible Book Titles:

- “Between the World and Me” by Ta-Nehisi Coates
- “All American Boys” by Jason Reynolds
- “Dear Martin” by Nic Stone

◦ Supplements:

- Excerpts from “Stamped” by Ibram X. Kendri and Jason Reynolds
- Short stories from “Black Enough” by Ibi Zoboi
- “Has the American Dream Been Achieved at the Expense of the American Negro” speech by James Baldwin (1965)
- TED Talks by Clint Smith: “How to Raise a Black Son in America” and “The Danger of Silence”
- View “13th” Movie

Quarter 2: Women's Experience

▶ Learn:

- Review history (Woman's Suffrage, 19th amendment, *Mortiz v. Commissioner of Internal Revenue*)
- Define terms to know
- Discuss systems of oppression

▶ Read:

◦ Possible Book Titles :

- "Juliet Takes a Breath" by Gabby Rivera
- "We Should All Be Feminists" by Chimamanda Ngozi Adichie
- "The Bell Jar" by Sylvia Plath

◦ Supplements:

- "We Should All Be Feminists" TED Talk by Chimamanda Ngozi Adichie
- "The Declaration of Sentiments" by Elizabeth Cady Stanton (1848)
- Excerpts from "Untamed" by Glennon Doyle
- Excerpts from "Women, Culture, and Politics" by Angela Davis
- Excerpts from "Lean In" by Sheryl Sandberg
- View select episodes from "Mrs. America" show
- View "On the Basis of Sex" movie

Quarter 3: LGBTQ+ Experience

▶ Learn:

- Review history (Stonewall Riot; Obergefell v. Hodges)
- Define terms to know
- Discuss systems of oppression

▶ Read:

◦ Possible Book Titles :

- “Felix Ever After” by Kacen Callender
- “The 57 Bus” by Dashka Slater
- “Darius the Great is Not Okay” by Adib Khorram
- “If I was Your Girl” by Meredith Russo

◦ Supplementals:

- “The Case for Same Sex Marriage” speech
- “Why Kids Need to Learn About Gender and Sexuality” by Lindsay Amer
- “A Short History of Trans People’s Long Fight for Equality” by Samy Nour Younes
- “This is What LGBT Life Looks Like Around the World” by Jennie Chang and Liza Dazao
- “What the Gay Rights Movement Learned from the Civil Rights Movement” by Yoruba Richen

Quarter 4: Immigrant Experience

▶ Learn:

- Review history (Statue of Liberty plaque)
- Define terms to know
- Discuss systems of oppression

▶ Read:

◦ Possible Book Titles :

- “Born a Crime” by Trevor Noah
- “American Street” by Ibi Zoboi

◦ Supplementals:

- “Through the Eyes of a Child Immigrant” TED Talk by Erik Gomez
- “Hiding in Plain Sight” TED Talk by Leezia Dhalla
- “Things We Carry on the Sea” by Wang Ping
- “The Unwritten Letter from My Immigrant Parent” by Muna Abdulhi
- “Citizenship” by Javier Zamora
- “Everyday We Get More Illegal” by Juan Felipe Herrera (current Poet Laureate)
- “Immigrant” by Wyclef Jean
- Poems by: Li-Young Lee, Richard Blanco, Naomi Shihab Nye, Rafael Camp, Rupi Kaur

Exploration of Black Voices in Literature

- ▶ **Danee Pinckney, English Teacher, Twinsburg High School**

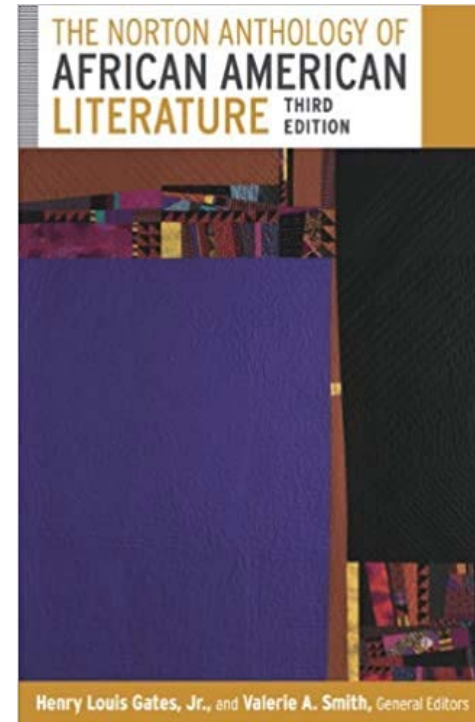
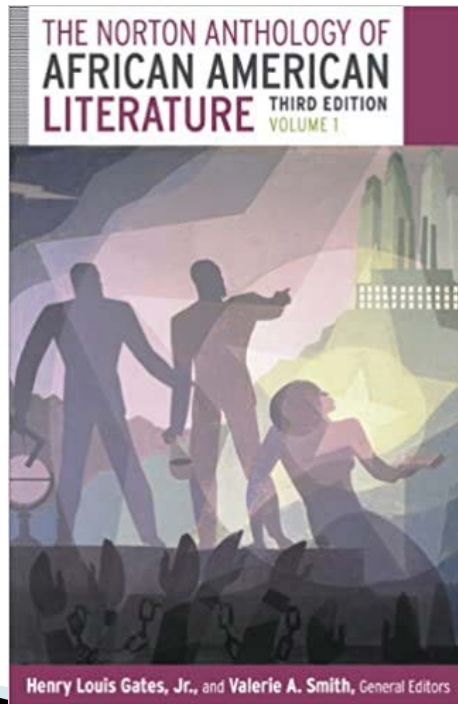


Course Description

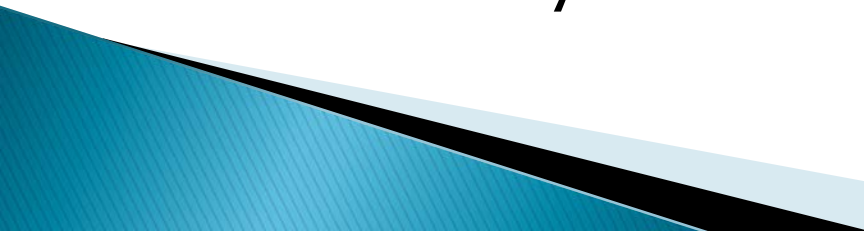
This is an elective literature course examining the history and culture of African Americans in the United States beginning with early African literary tradition and onward through the modern African-American experience in an interdisciplinary design. The course addresses the literary and artistic contributions of early Africans and African-Americans to American culture. Students will recognize the range and variety of the writing of African-Americans throughout history and into contemporary literature and will be able to identify the ways that this literature responds to historical and social events. Through close consideration of verbal and literary modes, including, but not limited to: African retentions, oral traditions, signifying, folklore, and music, the course will explore the creation of the unique African American literary voice, and how it has affected both African Americans' understandings of themselves, as well as the ways in which they have historically been understood in the American popular imagination. In an effort to critically map the genealogies of this tradition we will be interrogating not only the historical and political contexts of the works, but also the ways in which issues of gender, sexuality, and class specifically inform the works. Critical thinking, reading, writing, and oral presentation skills are emphasized. *(Open to 11-12 grade students)*

Textbook – For Future Consideration

- ▶ *The Norton Anthology of African American Literature* Third Edition ISBN: 978-0-393-91155-8



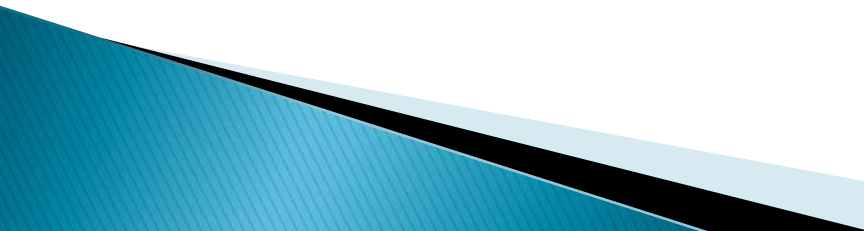
Essential Questions of the Course

- ▶ What can it mean to be black in America?
 - ▶ How do social constructs influence black experiences?
 - ▶ In what ways have the voices of blacks in this country been silenced?
 - ▶ What are the benefits of knowing more about black history and black culture?
 - ▶ How could black stories be best told across the nation?
 - ▶ How have events and beliefs in my community influenced black experiences?
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Units and Standards Covered

- Quarter 1
- ▶ **Unit 1: Early African Kingdoms and Atlantic Slave Trade**
 - ▶ **Unit 2: Slavery in the United States**
 - ▶ Standards Covered: RL.11–12.1–2, 4, 6–7; RI.11–12.1, 3, 4, 6; W.11–12.2, 4, 5, 6, 9–10; SL.11–12.1, 4; L.11–12.1–6
- Quarter 2
- ▶ **Unit 3: Civil War and Reconstruction**
 - ▶ Standards Covered RL.11–12.1–6; RI.11–12.1, 3, 4, 6–7; W.11–12.2, 4–10; SL.11–12.1, 2, 4, 6; L.11–12.1–6
- Quarter 3
- ▶ **Unit 4: The Rise and Fight of the Black Middle Class**
 - ▶ Standards Covered RL.11–12.1 1–6, 10; W.11–12.2; W.11–12.3; W.11–12.4; W.11–12.5; W.11–12.6; W.11–12.10; SL.11–12.1–6; L.11–12.1–6
- Quarter 4
- ▶ **Unit 5: Contemporary Issue of Blacks in America**
 - ▶ Standards Covered: RL.11–12. 1–6, 10; RI.11–12. 1–2, 7; W.11–12. 1–2, 4–10; SL.11–12.1–6; L.11–12.1–6

Grammar

- ▶ AAVE is an informal dialect spoken by an estimated 80–90% of African Americans in The United States
 - ▶ Not teaching students how to use African American Vernacular English (AAVE)
 - ▶ Acknowledging and celebrating the usage of AAVE
 - ▶ Rid AAVE of its negative stigma
 - ▶ Identify its phonological and syntactic rules
 - ▶ Address code-switching and being bi-dialectal
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Integrated 3 Mathematics

- ▶ **Molly Manley, Math Teacher,
Twinsburg High School**


Course of Study

- ▶ This class is an alternative for Algebra 2 and will still follow the same course of study as Algebra 2.
- ▶ http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Model-Curricula-in-Mathematics/HS_Course_Alg-2-_Math_3_Model-Curriculum.pdf.aspx?lang=en-US

Purpose of Adding This Course:

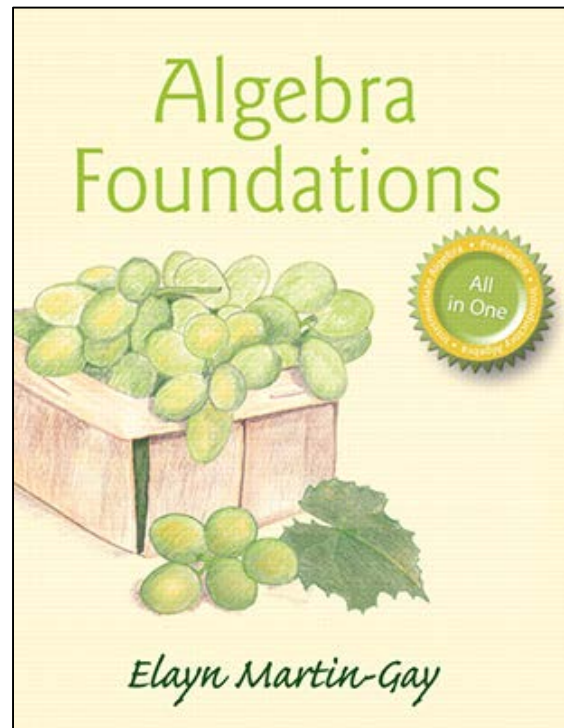
- ▶ Algebra 2 is a required course for graduation and the Ohio Department of Education lists Integrated Math 3 as an equivalent course to Algebra 2. This is due to the fact that the overall course of study for Algebra 2 is the same for Integrated Math 3
- ▶ Over the years we have found that some students struggle in Algebra 2 and we wanted to find a way to better help them. This course serves that purpose for those students.
- ▶ The course integrates algebra 1 skills, geometry skills, algebra 2 skills, and statistic skills all together making it a class that really helps students connect all of the math they have learned thus far in their high school careers.

Do we also need an Integrated Math 1 and 2?

- ▶ NO!
 - ▶ At the high school we offer Algebra 1 and Geometry, which together cover all the same topics that would be in Integrated Math 1 and 2 if we were to offer them.
 - ▶ We want this course to be available to students who need the topics all integrated together to aid in their understanding and reviewing. We look at it like this – it is easier to understand new material if it is connected to what they have learned.
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Textbook

- ▶ *Algebra Foundations* First Edition
ISBN: 9780134617794



Academy update

- ▶ Norm Potter



Adjourn

- See you at our next regularly scheduled meeting on February 1, 2021

