

Humanities Dept

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Board Meeting

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11/19



# Humanities Dept Admin Team:

**Richard DelMoro - Superintendent of Schools**

**Amy Creeden - Asst. Supt. for Curriculum Instruction**

**Elizabeth Boller - Coordinator of Literacy, K-12**

**Nicole Brookins - Instructional Leader, Humanities, 6-**

**8**

**William Donohue - Instructional Leader, Humanities,**



# Humanities School Leadership Teams:

## Teachers on Special Assignment (TOSA)

Jenn Dunlavey & Suzanne Vogt

### Elementary School Grades K-5

ELA Core Leaders- Arielle Bing, Kim Higbie, Regina Trout

Social Studies Core Leaders- Maura Andolsek, Jennifer Gordon, Elizabeth Reed

### Middle School Grades 6-8

English SML's- Brooke Filippini, Kerrieanne Miranda

Social Studies SML's- Christine Ryan, Kristen Wolf

### High School Grades 9-12

English Chair- Connie Duczeminski

Social Studies Chair- Kerry Luba



# Humanities Goal

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Our goal is to foster a love of learning through an interdisciplinary approach by cultivating lifelong creative problem solvers, readers, writers and critical thinkers who appreciate, understand, and celebrate diversity.

We will achieve this through:

- Weaving English and Social Studies concepts and skills
- Instructional practices with a whole child approach
- Establishing a welcoming and affirming environment
- Providing Culturally Responsive instruction using an inclusive curriculum
- Personalizing learning to ensure each child, in each classroom, is healthy, safe, engaged, supported, and challenged
- Providing *“Voice and Choice”* opportunities for scholars to own their learning
- Having scholars see themselves in the books they read, the history they are learning and themes relevant to their life while providing opportunities to empower them to share their voice.



# ELA Next Generation Standards Lifelong Practices

## Reading Lifelong Practice

### Readers:

- Think, write, speak, and listen to understand
- Read often and widely from a range of global and diverse texts
- Read for multiple purposes, including for learning and for pleasure
- Self-select texts based on interest
- Persevere through challenging, complex texts
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others
- Monitor comprehension and apply reading strategies flexibly with independence
- Make connections (to self, other texts, ideas, cultures, eras, etc.)

## Writing Lifelong Practice

### Writers:

- Think, read, speak, and listen to support writing
- Write often and widely in a variety of formats, using print and digital resources and tools
- Write for multiple purposes, including for learning and for pleasure
- Persevere through challenging writing tasks
- Enrich personal language, background knowledge, and vocabulary through writing and communicating with others
- Experiment and play with language
- Analyze mentor texts to enhance writing
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach



# ELA Curriculum Summer Work

## The First Unit- Welcoming Scholars Back

- **First phase of the unit** “Connection before Content” with a focus on Social & Emotional Learning which is imperative in order to:
  - build a community of scholars and families
  - build relationships with scholars
- **Second phase of the unit** gradually introduces students to the academic routines, procedures and essential requisite skills of their grade level curriculum

## Curriculum Documents

- Essential skills to be addressed and modified in “Response To Remote Learning.” (K-12)
- Units, Pacing Guides, and quarterlies modified in response to our instructional pause (COVID-19)
- Crosswalk and update of scopes to reflect next generation standards (K-12)
- Incorporating Culturally Responsive Interactive Read Alouds/ Independent Reading Books/ textual resources (K-12)
- Embedding new Fountas and Pinnell resources into scopes (K-5)
- Playlists and ready-to-go lessons created so teachers can pick and choose activities that support building community and getting to know their scholars. (6-8)
- A Website to support remote instruction inclusive of thematically aligned texts. (9-12)



# Support for Remote Learning

## Remote Learning Toolbox: (K12)

- A collaboratively developed group of resources to support in-person and remote learning. These resources were created as a support for educators as we transitioned from in -person to hybrid learning. This folder is a living resource and continues to be added to as we move through the instructional themes.

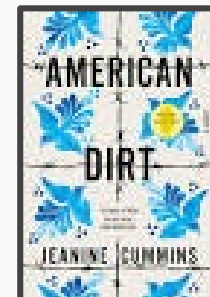
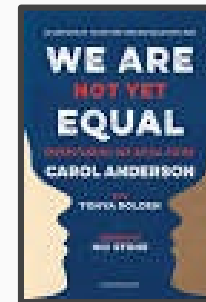
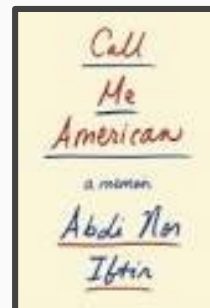
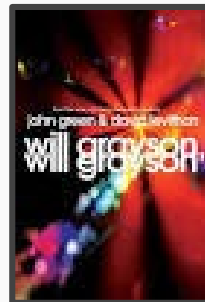
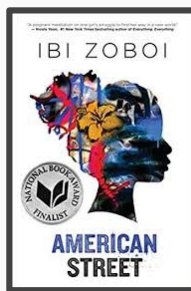
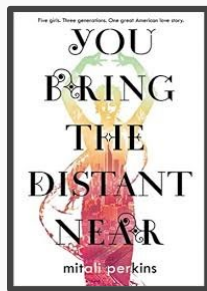
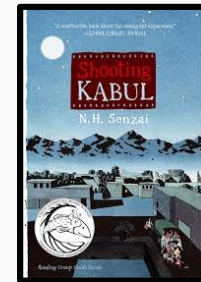
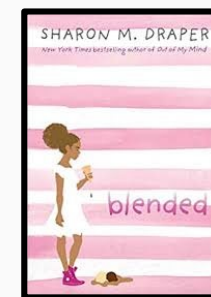
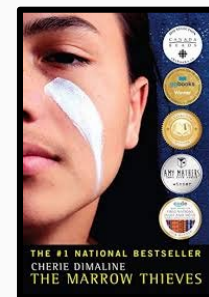
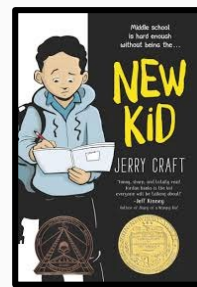
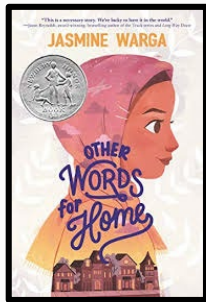
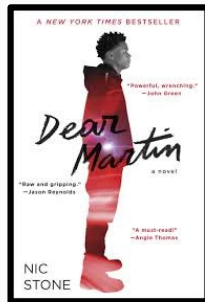
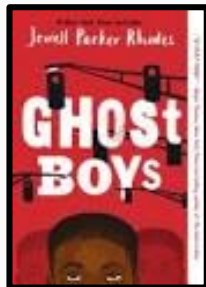
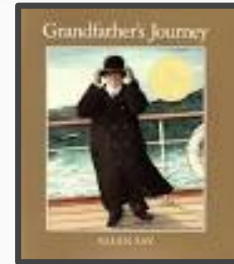
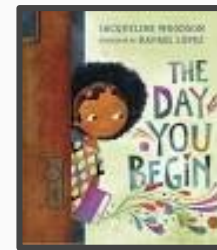
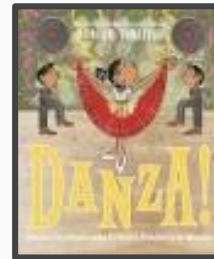
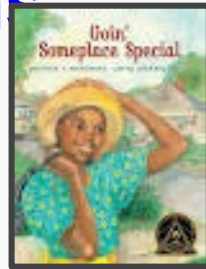
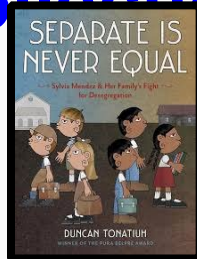
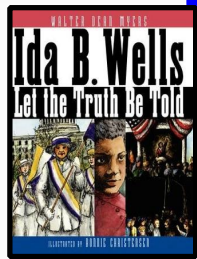
## At-Home Resources:

- We have distributed over 30,000 books since March K-8.
- In March we created our own [“At Home” Bundles](#) for K-6.
- Our second distribution included “At Home” Kits in September for K-5.





# K-12 Culturally Diverse Book Collections







# K-12 Culturally Responsive Books

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## Elementary School

- [Fountas & Pinnell Interactive Read Aloud Collection](#)
- [Culturally responsive Interactive Read Aloud per unit](#) have been included in [grade level scope and sequence](#)
- Books support the teaching of reading, writing and social studies themes, strategies and skills
- Being used as Read Alouds and Independent Reading (At Home and School)

## Middle School

- Highlighted in the scopes and sequences
- [List provided that included summaries, discussion questions and activities](#)
- Being used as Read Alouds and for Independent Reading
- Available within classroom libraries

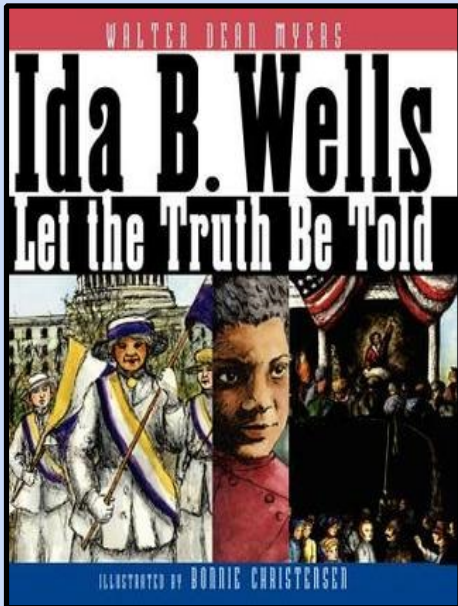
## High School

- Selected by Summer Curriculum Team (Teachers)
- Used for Independent Reading, socratic seminars and integration with classroom instruction
- Digital offerings of classroom libraries
- Available within classroom libraries



## Example: Culturally Responsive Interactive Read Aloud (Gr. 5, Unit 3)

Ida B. Wells stood for freedom and equality for all people, long before those ideas became accepted nationwide. Risking her own safety and well-being, she wrote newspaper columns and gave speeches that directed attention to the unfair and cruel treatment of African Americans during the late 1800s and early 1900s. She strived to eradicate lynching, defeat school segregation, and promote women's voting rights.






### Discussion Questions:

- Why do you think her father made sure his children attended school?
- Was Ida B. Wells an activist? Why or why not?
- Ida spoke out against the fact “the rest of America has remained silent” about lynching (page 25). What is wrong with remaining silent?
- What is the difference between a bystander and an activist?
- What is your opinion about being “respectable” versus fighting for justice (page 29)? Is it possible to do both? Why or why not?
- Why weren't African Americans treated fairly and equally when Ida B. Wells was alive?
- If Ida B. Wells were alive today, do you think she would see changes in how African Americans are treated in our country? Explain.



# Example: Culturally Responsive Author/Illustrator Studies

Grade	Author	Books	About This Text Set
K	<b>Grace Lin</b> (Author Study) 	<ul style="list-style-type: none"> <li>• Bringing in the New Year</li> <li>• Dim Sum for Everyone</li> <li>• Fortune Cookie Fortunes</li> <li>• The Ugly Vegetables</li> <li>• Kite Flying</li> </ul>	<p><i>Grace Lin grew up in Upstate New York with her parents and two sisters. While the other sisters became scientists, Grace became an artist. As well as occasionally reviewing for the NYTimes, Grace has become an advocate for diversity. She is a commentator for New England Public Radio and created the video essay, "What to do when you realize classic books from your childhood are racist?"</i></p>
4th	<b>Patricia C. McKissack</b> (Author Study) 	<ul style="list-style-type: none"> <li>• A Million Fish....More or Less</li> <li>• Goin' Someplace Special</li> <li>• The Honest-to-Goodness Truth</li> <li>• Stichin' and Pullin': A Gee's Bend Quilt</li> <li>• Ma Dear's Aprons</li> </ul>	<p><i>Author Patricia C. McKissack often uses her stories to explore truths about African American History. Growing up in the 1950's in Nashville, Tennessee, McKissack experienced segregation, discrimination, racism, and the cruel impact of Jim Crow Laws. Reflecting her own experiences, McKissack's characters are often African American women facing historical struggles and challenges, while her stories highlight historical events and African American culture. The books in this author study provide context and insight for these events, and some idea of the challenges faced by African Americans living in America during this time period.</i></p>
5th	<b>Duncan Tonatiuh</b> (Illustrator Study) 	<ul style="list-style-type: none"> <li>• The Princess and the Warrior</li> <li>• Pancho Rabbit and the Coyote: A Migrant's Tale</li> <li>• Danza! Amalia Hernandez and El Ballet Folklorico de Mexico</li> <li>• Funny Bones:</li> <li>• Dona Flor</li> <li>• The Story of Jumping Mouse</li> <li>• Separate is Never Equal</li> <li>• Esquivel! Space-Age Sound Artist</li> </ul>	<p><i>Illustrator Duncan Toantiuh grew up in Mexico and attended high school and college in the United States. His books honor the legends, traditions, history, and art of his Native Mexico while also addressing current issues like the hardships faced by undocumented migrants. His unique style of illustration is influenced by the art of the pre-Columbian people who inhabited what is now Mexico. His trademark digital collage technique adds textures that give his drawings a more modern feel.</i></p>

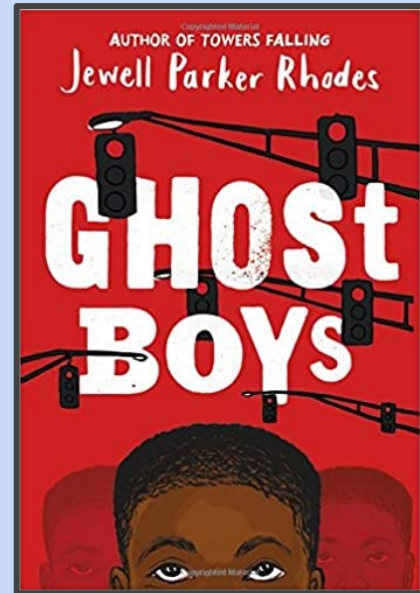


## Example: Culturally Responsive Independent Reader (Middle School)

Twelve-year-old Jerome is shot by a police officer who mistakes his toy gun for a real threat. As a ghost, he observes the devastation that's been unleashed on his family and community in the wake of what they see as an unjust and brutal killing. Soon Jerome meets another ghost: Emmett Till, a boy from a very different time but similar circumstances. Emmett helps Jerome process what has happened, on a journey towards recognizing how historical racism may have led to the events that ended his life. Jerome also meets Sarah, the daughter of the police officer, who grapples with her father's actions. Once again Jewell Parker Rhodes deftly weaves historical and socio-political layers into a gripping and poignant story about how children and families face the complexities of today's world, and how one boy grows to understand American blackness in the aftermath of his own death.

### Discussion Questions:

- How did you react to the beginning of *Ghost Boys*?
- In what ways does *Ghost Boys* connect the past and the present? How, and why, does the book jump backwards and forwards in time?
- What was the importance in showing the preliminary hearings?
- What is racial bias, and how does it affect the story of *Ghost Boys*, and real events? (Page 78)
- How does Jerome's experience of being bullied affect his sense of self and his relationships with family members?
- What is the purpose in Sarah's character, and her having the ability to see Jerome? What does she symbolize?
- Who was Emmett Till? How does his real story affect the story *Ghost Boys*, and what is the significance in Emmett Till telling Jerome his story?
- The author writes, "Can't undo wrong. Can only do our best to make things right." (Page 174) What is the significance of this? What are some ways that you can make things right?





# Social Studies Curriculum Work

**Launch toolkits were created for grades 7-11**

**The goal of these toolkits were twofold:**

- ❑ Support classroom routines in a remote setting helping create connections and a positive classroom community
- ❑ Support instructional routines and practices to strengthen student skill development in terms of critical and historical thinking routines

## **Curriculum Documents**

- ❑ Adjusted pacing guides in response to implementation of toolkit launches
- ❑ A Crosswalk was conducted in US History courses (Grades 7, 8 and 11) between the previous standards/core curriculum and the NYS social studies Framework to focus on new content specifications that were added as part of the adoption of the NYS Social Studies Framework, implemented in grades 6-8, 11-12 in the 19-20 school year. Many of these content standards provide a more inclusive view of American History
- ❑ **Resources** were curated (Primary sources, secondary sources, historical collections, sample lessons, etc) to support teacher capacity to effectively teach the full content in American History courses (Grades 7, 8 and 11)
- ❑ These resources were shared on the first day of school, and will be reviewed in Department and grade level meetings throughout this year and beyond



# 10<sup>th</sup> GRADE SOCIAL STUDIES

## SKILLS LAUNCH TOOLKIT



### STRATEGIES TO BUILD A POSITIVE CLASSROOM ENVIRONMENT REMOTELY

- ☐ **Thresholding** - Greet students as they enter the remote classroom
- ☐ **Hashtags** - Have students check in with a hashtag of how they feel that day or create a hashtag from the previous class lesson
- ☐ **Personalized Attendance Check-Ins** - design a 'get to know you' style question for daily attendance
- ☐ **Mood Gauge Check-In** - [Sample Check-in](#)
- ☐ **Fact or Fake** - Have students share news/headlines from that week and ask questions/share information that interests them
- ☐ **Like? Dislike?** - Gauge student interest by taking time to get feedback and reflect on student feelings on digital platforms, practices and other components of remote learning.



## SOURCING

Activity	Skill Objective	Activity Focus	Suggested Activities	Suggested Resources
Sourcing 1 - General Sourcing	Know how to analyze sources in terms of content, authorship, and format.	<ul style="list-style-type: none"><li>• Introduction to sourcing document</li><li>• Classifying documents as primary or secondary</li></ul>	<b>Primary/Secondary Sort</b> - 1. Provide students with a variety of primary and secondary sources. 2. Have students sort documents	<a href="#">New Visions: What sources do historians use to learn about the past?</a>



## KEY IDEA

**8.4 THE ROARING TWENTIES:** Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

## CONCEPTUAL UNDERSTANDING

**8.4e** After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and effects of prohibition on American society.
- Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.



<p><b>11.10b</b> Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.</p> <ul style="list-style-type: none"> <li>Know the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: (B.1)             <ul style="list-style-type: none"> <li>Modern women's movement (e.g., The Feminine Mystique [1963], National Organization for Women, Equal Pay Act and Title IX, Roe v. Wade)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">National Women's History Museum</a></li> <li><a href="#">The Crisis Magazine</a></li> <li><a href="#">Stonewall Uprising. PBS</a> <ul style="list-style-type: none"> <li><a href="#">Timeline</a></li> <li><a href="#">National Park service- Stonewall National Monument</a></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims)</li> <li>Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)</li> <li>People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990] )</li> <li>Rights of the accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966]) Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)</li> <li><a href="#">Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)</a></li> <li>Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy)</li> <li>Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Video: Legacy of the Stonewall uprising</a></li> <li><a href="#">Primary Source Interviews</a></li> <li><a href="#">Rachel Carson, Silent Spring</a></li> <li><a href="#">Library of Congress: The Chicano Civil Rights Movement</a></li> <li><a href="#">SHEG: Equal Rights Amendment</a></li> <li><a href="#">EDSITEment: Hispanic Heritage and the United States</a></li> </ul>



# Professional Learning and Growth

## Humanities Foci:

- Humanities Goals & Expectations for 2020-2021
- Introduction of **NYS Culturally Responsive Framework**
  - Welcoming and Affirming Environment
  - Inclusive Curriculum & Assessment
  - [Reflection Questions](#) for My Environment
- Building Community during Remote Instruction
  - Philosophy of “Connections before Content”
- Planning “the launch” or first unit of the year
  - [Find Yourself in History, See Yourself in the World](#) (6-8)
  - [ELA Social-Emotional Learning](#) Connections



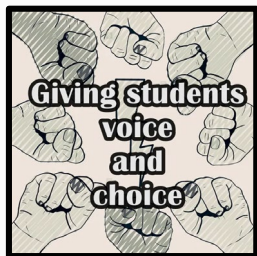
# Continued Professional Learning & Growth (October 30 Highlights)



Thinking Routines - Delving into thinking routines to encourage discussion and participation within the context of Social Studies.



How can we use our rich collection of Interactive Read Alouds (picture books) to support and enrich our culturally responsive framework?



Promoting scholar engagement and ownership/agency of learning through providing opportunities of for voice & choice.



Looking at the possibility of using virtual field trips as a way to merge ELA/SS scopes. Let's have some fun and see the world, all from the comfort of our classroom!



Practical tips for teaching guided reading remotely. Resources and tips for remote word study lessons that align to our curriculum.



Assessing student learning in an authentic manner within a remote learning environment.



# Resources to Support Month- Long Observances

It is important for students to see themselves in their learning, not just during a month but throughout the year. We invite our teachers to learn more about different cultures in order to provide a more inclusive instruction for our scholars.

## Recent Month-Long Observances Include:

- [Latino/Hispanic Heritage](#)
- [LGBTQIA+ History](#)
- [Native American \(Indigenous Peoples\) Heritage](#)

"...cultural responsiveness...is such an essential aspect of the learning process...It is absolutely unavoidable and indispensable because at the end of the day, the children have to be able to see themselves in the lessons they are learning and see the relevance of what they have learned after the dismissal bell rings at 3 o'clock."

- Baruti K. Kafele in Education  
Week Teacher



# So What's Next?





# Humanities Hub

## Teacher Resources

Some highlights of what can be found on the hub:

- “Ready to Go” Remote Lessons
- Instructional Materials
- Professional development opportunities (videos, resources, presentations)
- #middieslovetoread
- Culturally Responsive Classroom

## Family Resources

Some highlights of what can be found on the hub.

- Resources for how to help your child at home
- Videos
- Classroom resources that can be used at home
- Tips for reading at home
- Ways to celebrate reading and writing at home
- Family Literacy Activities
- Comprehension Conversation prompts
- Interactive read alouds





# History of Middletown Project

## Vision for this Project

[Possible Outline](#)

- ❑ To embed the history of Middletown within our units of instruction in our Scopes & Sequence
- ❑ To incorporate a Humanities approach to Middletown's Local History through reading, writing, researching and the Arts

## Steps Toward Success

- ❑ Researching History of Middletown
- ❑ Interviewing the community (participants will include - Board Members)
- ❑ Connecting with Thrall Library, Middletown Rotary Club, Middletown Historical Society, Town of Walkill Local Historian
- ❑ Rotary Club Walking Tour





# Next Steps (K12):

- A True Humanities Approach
  - Future Curriculum Work



- Culturally Responsive Curriculum
  - Highlight marginalized voices across the Humanities Curriculum
  - Development of units, projects to support student inquiry around social justice and student led civic action in both ELA and Social Studies
  - Continuing to identify, develop and integrate curricular resources to support a more inclusive approach to teaching the Humanities