

APPENDIX V – 156

TUSD MC Curriculum Recommendations

Grades 6 - 12

	Initiative	Action/Strategies	Budget Required	Due Dates
I.	Review 6-12 ELA Curriculum and Make recommendations and changes	<p>MC Books Integrated <input checked="" type="checkbox"/></p> <p>Essential Questions - Culturally Inclusive <input checked="" type="checkbox"/></p> <p>MC curriculum Maps, Units and modules <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> • <i>Pair (develop text sets – multiple perspectives) the English Cannons with local/global texts</i> • Look for opportunities to examine social justice issues with the literature: <ul style="list-style-type: none"> - Social roles for men and women and issues of power and authority (Hamlet, Macbeth I am Malala, Keeping Corner) - The importance of social status and parallels with today’s attitudes towards “success” - The complicity of the broader society (why is it easier to disregard the rights of another person if he or she is old, poor, eccentric, etc.?) - Mob mentality in Lord of the Flies—Is the violence in this novel exclusively a male phenomenon? Are there occasions when girls or women exhibit or have exhibited similar behaviors? Are there parallels in modern, “civilized” society? - The present-day legacy of colonialism in North America 	N/A	Completed

<p>2.</p>	<p>Review 6-12 Social Studies Curriculum and Make recommendations and changes—adding contributions of local histories</p> <p>Incorporate the Anti-bias framework domains:</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">✓</div>	<p>MC Books Integrated <input checked="" type="checkbox"/></p> <p>Curriculum Maps <input type="checkbox"/> - In progress</p> <p>★ See notes below (SS themes through an anti-bias framework)</p> <p>Through this lens students can examine:</p> <ul style="list-style-type: none"> • How identity is shaped by a variety of factors, including family, gender, belief systems, ethnicity, and nationality • How societies preserve identity, transmit culture, and adapt to change • Daily life, family structures, and gender roles in a variety of civilizations • Roots of present-day regional, cultural, and social issues in Tucson • Varied positions on controversial issues • Tensions between individual rights and the responsibilities of citizens in a variety of civilizations • The changing nature of law and its relation to race, class and gender (anti-bias framework) 	<p>N/A</p>	<p>Completed</p>
<p>3.</p>	<p>Collaboratively Develop 6-12 Social Studies Units</p>	<ul style="list-style-type: none"> • Teacher Recruitment/Unit development <input checked="" type="checkbox"/> • Integrate additional MC Books <input checked="" type="checkbox"/> 	<p>19 teachers @25/hr.</p>	<p>In progress</p>

4.	<p>Review 6-12 Science and make need recommendations and changes to add cultural contributions</p>	<ul style="list-style-type: none"> Integrate MC books Focus on sustainability, including cultural contributions/influences Explore the social justice implications of failure to respect or protect the environment <p>(e.g., Who benefits when an industry is allowed to extract resources? ...to pollute? Who pays the price? Are there alternatives? What would be the economic and social impacts of not allowing resource use to take place? How can unfairness in connection with such situations be avoided or addressed?)</p> <ul style="list-style-type: none"> Implications of having or not having that power (i.e., science-rich countries and science-poor countries, and the issues that arise from such an imbalance). Ethics in Science. What is right?" but "Who is most affected by this situation?" and "Who decides?" Allowing students to directly inquire 	“	Outstanding
5.	<p>Review Math and make needed changes to add a social justice perspective</p> <p>Emphasize – Critical Math Provide opportunities to engage in high-level thinking about “Big Mathematical Ideas” i.e., <i>Algebra 1: Water – A Global Crisis - applying basic, arithmetic skills, ratios, and percent’s, and metric conversions.</i></p>	<p>All grades and quarters have the same MC articles and resources</p> <ul style="list-style-type: none"> Resources should be grade specific Integrate MC books Teach mathematical concepts through an exploration of social, political, and economic (in)justice issues??? See notes below <p>Examine issues such as:</p> <ul style="list-style-type: none"> Government spending (e.g., on health care, education, the military, the environment, foreign aid) Corporate profits; wages and benefits Natural resource distribution Infant mortality rates, literacy rates, incarceration rates Statistics related to family structures How media present statistical data on a range of issues. 	2 teachers /grade @25/hr.	In progress

Professional Development- MC curriculum development and use, and integration of MC books

Initiative		Action/Strategies	Budgets	Due Dates
6.	Develop Professional Development online modules	<p>★ Completed ✓</p> <p>Modules on:</p> <ul style="list-style-type: none"> • MC instructional strategies • Strategies for including multiple perspectives into lesson plans • Intercultural Framework • Social Justice Framework • Contemporary Critical Theory • Begler Model 	N/A	Completed
7.	Develop PD for K-12 Social Studies teachers	<p>Recruit/Facilitate PD</p> <ul style="list-style-type: none"> • Integrate/Implement multicultural literature across the curriculum • MC Book Study • Intercultural Framework • Begler Model - World Culture • Social Action Research 	2 teachers /grade @25/hr.	April
8.	Develop PD for K-12 ELA teachers	<p>★ Completed ✓</p>		Completed

9.	Develop PD for K-12 Math teachers	Develop/Facilitate PD <ul style="list-style-type: none"> • Emphasis on Critical Math Lesson Plan Development (See notes below) 	2 teachers /grade @25/hr.	May
10.	Develop PD for K-12 Science	Develop/Facilitate PD	2 teachers /grade @25/hr.	Outstanding

Notes

SOCIAL STUDIES – SUGGESTIONS



Possible Themes for Social Studies, taught through an Anti - bias/Multicultural lens.

1. INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

- Role of social, political, and cultural interactions in the development of identity
- Personal identity as a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences

2. DEVELOPMENT, MOVEMENT, AND INTERACTION OF CULTURES

- Role of diversity within and among cultures
- Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art
- Cultural diffusion and change over time as facilitating different ideas and beliefs

3. GEOGRAPHY, HUMANS AND THE ENVIRONMENT

- Relationship between human populations and the physical world (people, places, and environments)
- Impact of human activities on the environment
- Interactions between regions, locations, places, people, and environments
- Spatial patterns of place and location

4. DEVELOPMENT AND TRANSFORMATION OF SOCIAL STRUCTURES

- Role of social class, systems of stratification, social groups, and institutions

- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
- Social and political inequalities
- Expansion and access of rights through concepts of justice and human rights

5. DEVELOPMENT AND TRANSFORMATION OF SOCIAL STRUCTURES

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- Social and political inequalities
- Expansion and access of rights through concepts

6. POWER, AUTHORITY, AND GOVERNANCE

- Purposes, characteristics, and functions of various governance systems as they are practiced
- Individual rights and responsibilities as protected and challenged within the context of majority rule
- Fundamental principles and values of constitutional democracy
- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

7. CIVIC IDEALS AND PRACTICES

- Basic freedoms and rights and responsibilities of citizens in a democratic republic
- Role of the citizen in the community and nation and as a member of the global community
- Civic participation and engagement
- Respect for diversity
- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights

8. CREATION, EXPANSION, AND INTERACTION OF ECONOMIC SYSTEMS

- Production, distribution, and consumption
- Scarcity of resources and the challenges of meeting wants and needs
- Supply/demand and the coordination of individual choices
- Economic systems
- Trade, interdependence, and globalization

- Role of government in the economy
- Personal finance

9. SCIENCE, TECHNOLOGY, AND INNOVATION

- Scientific and intellectual theories, findings, discoveries, and philosophies
- Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization
- Relationship between science, technology, and innovation and social, cultural, and economic change

10. GLOBAL CONNECTIONS AND EXCHANGE

- Past, current, and likely future global connections and interactions
- Cultural diffusion; the spread of ideas, beliefs, technology, and goods
- Role of technology
- Benefits/consequences of global interdependence (social, political, economic)
- Causes and patterns of migration
- Tension between national interests and global priorities

MATH – REVIEW NOTES

Loyola University has done a lot of work in integrating the Study of Social and Economic Justice issues in the Math Classrooms, with the overall objectives of:

- Increasing student understanding of social, political, and economic (in)justice issues through a mathematical framework
- Developing a realistic, just, and mathematically-sound solutions to address these problems

Benefits of Integrating Social Justice Issues into Mathematics Curriculum? Students:

- Recognize the power of mathematics as an essential analytical tool to understand and potentially change the world, rather than merely regard math as a collection of disconnected rules to be memorized and regurgitated.
- Deepen their understanding of local, national, and global issues
- Engage in high-level thinking about “Big Mathematical Ideas”
- Become more motivated to learn math
- Participate in actual (not just theoretical) community service projects and organizing campaigns
- Answer this question for themselves: “Why do I have to know this

Mathematical activities can examine issues such as:

- government spending (e.g., on health care, education, the military, the environment, foreign aid)
- corporate profits; wages and benefits
- natural resource distribution
- infant mortality rates, literacy rates, incarceration rates
- statistics related to family structures
- how media present statistical data on a range of issues.

Unit Examples:

Algebra: I Water – A Global Crisis – applying basic, arithmetic skills, ratios, and percent’s, and metric conversions

Algebra I: Hunger on a Massive Scale- Using basic arithmetic operations to compute and compare statistics; using and interpreting statistics from a table.

Geometry: Overcrowded living conditions – Compute area and volume; use correct units for measurement; make a scale diagram and compute area of polygons in the diagram.

Geometry: The Rich Get Richer: Their Piece of the Pie - Reading and interpreting a line plot from ordered pairs; making a circle graph; understanding quintiles, percentiles, and interpreting data.

Algebra 2: Hunger and Poverty in the United States: Part 1 - A Fermi Problem: using and applying numeracy skills to make reasonable estimates.

Algebra 2 or higher: Hunger and Poverty in the United States: Part 2 - Using a regression equation, graphing coordinates pairs and making predictions and, interpreting the reasonableness of an answer.

Pre-calculus or Calculus: Social Mobility - Matrix multiplication by hand and with calculator; computing, interpreting probabilities; using mathematical models to make long-term predictions and interpreting the reasonableness of these models.

Statistics: Decision and Justice in the Court System - Understanding and applying statistical thinking, understanding and applying types of statistical errors.

Statistics: Equal Work Does Not Mean Equal Pay - Reading time plots and bar graph; Using ratios and percent for comparisons; reasoning and communicating mathematically