

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Tuesday, December 10, 2024, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

- I. Call to Order/Introduction. Called to order at 8:36am.

Members Present

M. Petitti, BOE Curriculum Committee Chair
L. Timpanelli, BOE Chair
L.Nuland, BOE Member
J.McNamee, BOE Member
S.Iwanicki, Ed.D, administrative designee

- II. Public Comment- No public comment was received.

- III. Approval/Minutes – Regular Meeting 11-13-2024 Ms. McNamee motioned to approve the minutes of 10/24/24. Mrs. Nuland seconded. Mrs. Petitti abstained. The motion passed.

- IV. New Business

- a. New Course – History Dept -*AP African American Studies*- Department Chair Kathy Rubano and lead teacher of the course, Sean McCafferty presented the course. He shared that the *African American* studies class at the multi-level has been going very well and Mr. McCafferty suggested to keep the course open to all students. However, over time, student have requested Advance Placement credit for the class and now it is available. Due to the richness of the curriculum, it will need to be a full year course. Ms. McNamee noted that she researched the text and there is no controversy connected to it. Mrs. Petitti reminded the committee that there was a legislative requirement that we offer the class, although it is not required to take it to graduate. She also added that with this additional AP level, the other levels should be kept as well. Mrs. Nuland also did a thorough review of the text selection. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.
- b. *Piano 2*- Department Chair Vincent DiScala and educator, Josh Murphy presented. Mr. Murphy explained that this would be an extension of Piano I. Piano I has been popular with eight (8) classes running. This format of Piano I and Piano II continuation mirrors the Guitar I and Guitar II classes in the department. Mrs. Nuland mentioned that these types of classes will encourage some students to be song writers. Ms. McNamee mentioned the accessibility for students to take-home keyboards to practice at home as well as the development of other courses such as Piano III and IV. Mr. Murphy will explore these needs for the future. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.
- c. *Wind Ensemble*- Mr. Murphy shared that this is an upper-level, advanced course for a focus on higher-level performance. This course meets the upper level classmen with more skill level and

- keen interest in music to have their needs met. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
- d. *UConn ECE Popular Music & Diversity in American Society*- Mr. Murphy noted that he was a student at UConn and took the very first version of this class when it was offered. Mrs. Nuland added that the evolution of popular music will be fascinating for students. The culture and music mirror each other. Ms. McNamee added that a course on musicals would be nice to have as well. Mrs. Petitti clarified that this is a UConn credit course and Mr. Murphy confirmed. She is pleased to see how these types of courses help Trumbull families. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
 - e. *Self Defense/ Personal Safety*- Mr. DiScala shared that next year, 2025-2026 would be the first year that students need to take a quarter of PE and a quarter credit of Health all four years. Students need 1 credit of PE and one credit of Health to graduate. Mrs. Nuland complimented the variety of courses being offered. No additional certifications are needed to teach this course. Mr. Petroccio has taught the course before and is excited about this opportunity. Ms. McNamee asked about self-awareness and consent. Mr. DiScala shared that all seniors cover these topics in Senior Seminar. Mrs. Petitti asked about costs. The department is looking into costs of fitness pads for training, but overall, costs will be minimal. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.
 - f. *Mindfulness & Dance* – Mr. DiScala presented on behalf of teacher, Michelle Dankulich. He mentioned that new national standards have been released and this course will allow for Yoga, Tai-Chi and other art forms to be studied to be taken by students for credit in lieu of more traditional Physical Education classes. The goal will be in helping every student find a path to a healthy lifestyle. Mrs. Nuland motioned to move the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
 - g. New Courses- World Language Department *Spanish for Heritage Speakers – Level 1 and 2*- Educator Maria Manzo-Garcia and Department Chair, Susanna Lavorgna-Lye presented the courses. They noted the shift in the number of Spanish speaking students and that THS is becoming more diverse. Ms. Manzo-Garcia explained that this class will be interesting to identify which students are able to enroll in the class. The course is giving students a voice to move faster for those students in traditional classes; it also honors the roots and identities of their heritage. Mrs. Lavorgna-Lye added that it will build the foundational grammar skills so that they can enroll in Honors or AP as desired. Mrs. Nuland asked about new textbooks, and it was shared they are considering a text called *Galleria*. Ms. McNamee mentioned that it would be interesting to track the number of students that move from this course to Honors or AP Spanish. Mrs. Petitti asked if Brazilian, Portuguese students are also taking these courses. Ms. Manzo-Garcia shared that they may be able to as well. Mrs. Nuland motioned to move both the course forward to full-Board approval and Ms. McNamee seconded. The motion passed unanimously.
 - h. New Course- English Department- *Grade 12 ACP/Honors Multicultural Literature*- English Department Chair, Anne Rizza shared that the department recently had a team present at the National Council of Teacher of English (NCTE) about the inspiration to teach and teacher “archetypes.” The newly proposed *Multicultural Literature* course is a year-long elective, but one of the few that can be taken all year that is both ACP and Honors credit. This course offers a new option for students that we do not currently have—we have African American and Women’s Literature, but we do not have a course that crossed different types of cultures outside of the infused pieces in our other grades nine through eleven core courses. This course will demonstrate through a study of literature, that at the core, we are all human and go through experiences, despite our differences and similarities. Ms. McNamee motioned to move the course forward to full-Board approval and Mrs. Nuland seconded. The motion passed unanimously.
- V. The meeting was adjourned at 10:16 am.

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 7, 2024

Title of Course: A.P. African American Studies

Grade Level: 10-12

Department: Social Studies

Length and Credit: Full year/-1 Credit

Prerequisites:

There are no prerequisites courses for AP African American Studies. Students should be able to read a college-level textbook and express themselves clearly in writing.

General Description:

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of African American communities throughout the United States within the broader context of Africa and the African diaspora.

Rationale:

Throughout the AP African American Studies course, students will learn to apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped black experiences and debates within the field of African American Studies. In addition, the class will foster an understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery while also developing a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.

Resources Needed:

- Curriculum writing Summer 2025
- Required text: Freedom on my Mind (3rd Ed. 2021) by Deborah Gay White, Mia Bay, and Waldo Martin, Jr.

Submitted by:

Sean Cafferty (Teacher) and Kathy Rubano (Department Chair for Social Studies)

Reviewed by:

J. G. Merrill 12/10/24

Principal/Designee Date

Juan C. Sanchez 12/10/2024

Assistant Superintendent Date

x Mari Pettit 12/10/2024

Board of Education Curriculum Committee Member Date

Julian McNamee 12/10/24

Board of Education Curriculum Committee Member Date

Lisa Niland 12/10/24

Board of Education Curriculum Committee Member Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Piano 2
Grade Level: 9-12

Department: Music/Fine Arts

Length and Credit: Half Year – 1/2 Credit Course

Prerequisites: Completion of Piano 1, or experience playing piano

General Description:

Piano 2 is a continuation of Piano 1. Students will continue to refine their piano playing skills with elements such as music notation reading, major and minor scales, as well as following chord progressions and basic improvisation. Students will also discuss different styles of piano playing across multiple genres.

Rationale:

Creation of this course is based on the success of the Intro to Piano class that was started in Fall 2023. It is also to fall in line with the system that is in place for the guitar program, allowing for an introductory course for beginners, followed by a more advanced course for students to continue their learning and develop their skills. Concepts that will be explored include advanced music notation reading, basic improvisation, chord reading, as well as stylistic playing in different genres. This will also provide an avenue for students entering high school with piano playing experience that do not have other musical avenues to pursue. Upon completion of both Intro to Piano and Piano 2, students will have received the one credit in Fine Arts necessary for graduation. This allows for an entirely new pathway for students to earn their required credit.

Resources Needed:

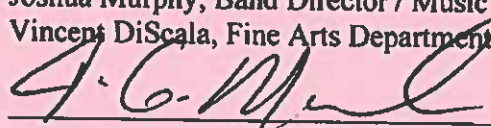
- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

(CSS)

(900)

Reviewed by:



Principal/Designee

10/28/24
Date



Assistant Superintendent

12/10/24
Date

x 

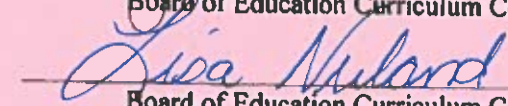
Board of Education Curriculum Committee Member

12/10/24
Date



Board of Education Curriculum Committee Member

12-10-24
Date



Board of Education Curriculum Committee Member

12/10/24
Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: September 23, 2024

Title of Course: Wind Ensemble
Grade Level: 10-12
Department: Music/Fine Arts
Length and Credit: Full Year - 1 Credit Course - Honors

Prerequisites: Audition and Teacher Approval

General Description:

Wind Ensemble is a continuation of the Concert and Marching/Symphonic band classes designed to give advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied.

Rationale:

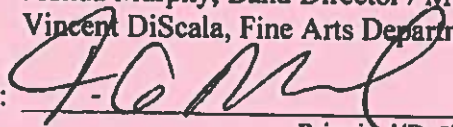
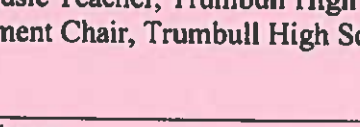
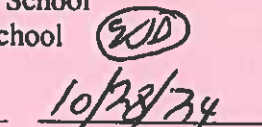
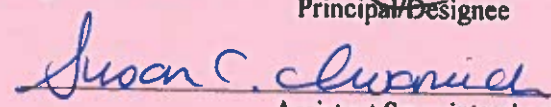


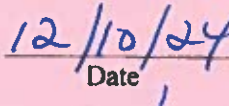
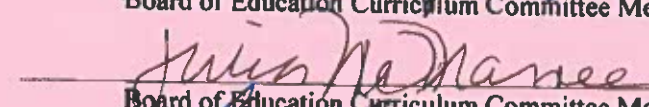
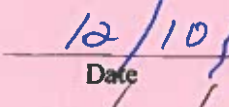

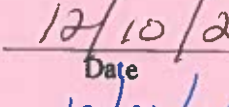
Creation of this course is designed to allow upperclassmen and advanced students an opportunity to rehearse and perform alongside peers of similar skill level. Currently, there is only one level of band class that all students perform in from grades 9-12. The addition of this course would ensure the skill progression that students have steadily been on from grades 4-8 can continue through their high school years. In this course it will be expected that students put in practice time outside the school day as well as participate in the CMEA Western Region Festival. The addition of this course would also allow for another honors class in the music department, as there is currently only one, Chamber Singers. We are hopeful that the addition of this course will allow further opportunities for personal growth and encourage upperclassmen to continue in instrumental music for the entirety of their high school careers.

Resources Needed:

- Curriculum writing Summer 2025

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

Reviewed by:

		
Principal/Designee		
		
Assistant Superintendent		Date
		
Board of Education Curriculum Committee Member		Date
		
Board of Education Curriculum Committee Member		Date
		
Board of Education Curriculum Committee Member		Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 8, 2024

Title of Course: UConn ECE Popular Music and Diversity in American Society
Grade Level: 9-12

Department: Music/Fine Arts

Length and Credit: Half Year – ½ Credit Course

Prerequisites: None

General Description:

An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.

Rationale:


Creation of this course would add the first ECE course to the music department. This course is similar to one that is currently taught, Fundamentals of Pop/Rock, and would allow us to expand on the content being taught in that course with a deeper look at the evolution of 20th and 21st century pop music. This course would also allow students to bring in a level for personalization to the course and learn more about artists they find interesting in today's music. There are also many opportunities for interdisciplinary work to discuss historical events that shaped the music in these time periods as well as analyzing lyrics to popular songs through time. Discussion of themes that are present through the century would also play an important role in this course.

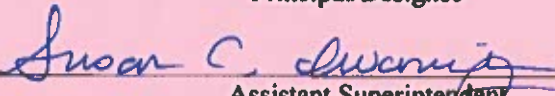
Resources Needed:

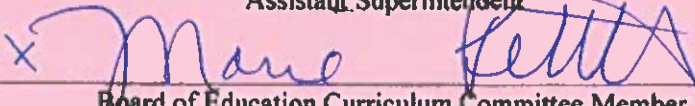
- Curriculum writing Summer 2024
- UConn ECE Instructor Approval for J. Murphy

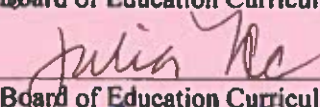
Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Joshua Murphy, Band Director / Music Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School


Reviewed by:


Principal/Designee (CS)
Date: 10/23/24


Assistant Superintendent (SS)
Date: 12/10/24


Board of Education Curriculum Committee Member
Date: 12/10/24


Board of Education Curriculum Committee Member
Date: 12/10/24


Board of Education Curriculum Committee Member
Date: 12/10/24

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 18, 20024

Title of Course: Self Defense/Personal Safety
Grade Level: 11-12
Department: Wellness
Length and Credit: Quarter/ .25 Credit Course
Prerequisites: None

General Description:

The "Self-Defense and Personal Safety" class is a practical wellness "selective" designed for high school students to learn essential skills for personal safety and self-protection. This course covers a variety of self-defense techniques, focusing on awareness, prevention, and response strategies to real-life situations. Students will explore topics such as recognizing potential dangers, understanding personal boundaries, and developing situational awareness. Through hands-on practice, they will learn basic self-defense moves and how to effectively escape from various holds and threats. The course emphasizes empowerment, building confidence, and fostering a sense of security. Additionally, students will engage in discussions about personal safety strategies, conflict resolution, and the importance of trusting their instincts. By the end of the course, students will have gained valuable tools to help them navigate challenging situations, promoting their overall well-being and personal safety in everyday life.

Rationale:


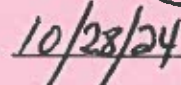
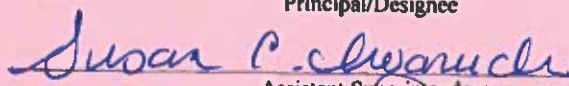
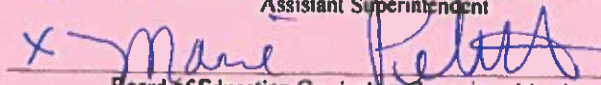

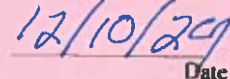
The course is designed to empower students with critical skills for personal safety and self-protection. In a world where young people face various risks and challenges, this course provides them with the knowledge and confidence to navigate potentially dangerous situations effectively. As awareness of personal safety issues continues to grow, it is crucial for students to learn how to protect themselves both physically and mentally. This course equips students with practical self-defense techniques and emphasizes the importance of awareness and prevention. By understanding their surroundings and recognizing potential threats, students can make informed decisions that contribute to their overall safety. Additionally, the course fosters a sense of empowerment and self-confidence. Learning self-defense not only teaches physical skills but also helps students build resilience and assertiveness. These qualities are vital as they transition into adulthood and encounter various social situations. By offering this course, the school demonstrates its commitment to the well-being of its students, equipping them with the tools they need to feel secure and confident in their daily lives. Overall, the "Self-Defense and Personal Safety" course is a valuable addition to the wellness program, providing students with lifelong skills that promote their safety and well-being. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle

Resources Needed:

- Curriculum writing Summer 2024
- Various Equipment

Submitted by: Christopher Siano, A-House Principal, Trumbull High School CS
Michelle Dankulich, Wellness Teacher, Trumbull High School
Marcellino Petroccio, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School VSD

Reviewed by:

	
Principal/Designee	Date
	
Assistant Superintendent	Date
	
Board of Education Curriculum Committee Member	Date
	
Board of Education Curriculum Committee Member	Date
	
Board of Education Curriculum Committee Member	Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 17, 20024

Title of Course: Mindful Fitness & Dance
Grade Level: 11-12

Department: Wellness

Length and Credit: Quarter/ .25 Credit Course

Prerequisites: None

General Description:

Mindful Fitness & Dance is a wellness "selective" that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle.

Rationale:

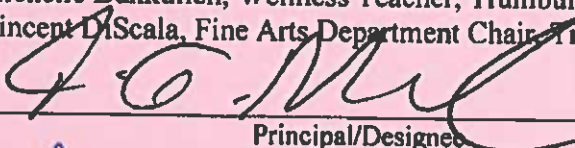
The course is designed to address the growing need for holistic approaches to health and wellness, and as an alternative to team sports in high school education. As students face increasing stress from academic pressures and social dynamics, it is crucial to provide them with tools that promote both physical fitness and mental well-being. This course merges physical movement with mindfulness practices, allowing students to experience the benefits of both disciplines. Mindfulness can reduce stress, improve focus, and enhance emotional regulation, all of which are essential skills for students navigating the challenges of adolescence. Students will not only improve their physical health but also gain valuable tools for self-expression and stress management. This course promotes inclusivity and creativity, encouraging students of all backgrounds and fitness levels to participate. Through mindful movement, students will learn to appreciate their bodies, develop a positive self-image, and cultivate a sense of community. This course aligns with the school's commitment to fostering well-rounded individuals who prioritize their mental and physical health. It also will be aligned to the new national standards for Physical Education with the goal of helping every student find their path to an active lifestyle.

Resources Needed:

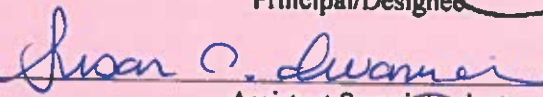
- Curriculum writing Summer 2024

Submitted by: Christopher Siano, A-House Principal, Trumbull High School
Michelle Dankulich, Wellness Teacher, Trumbull High School
Vincent DiScala, Fine Arts Department Chair, Trumbull High School

Reviewed by:


Principal/Designee (CS)


10/28/24
Date


Assistant Superintendent (SS)

12/10/24
Date


Board of Education Curriculum Committee Member

12/10/24
Date


Board of Education Curriculum Committee Member

12/10/24
Date


Board of Education Curriculum Committee Member

12/10/24
Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 1

Grade Level: 9-10

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation and Spanish Heritage Speaker Placement Test.

Rationale: The course is designed for heritage speakers of the Spanish language who already have some oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 9-10 or who are heritage speakers at level 1-2 proficiency in Spanish. Students will build upon their current language skills to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of over 100% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students would benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab

Submitted by: Susanna Lavorgna Lye

Reviewed by:

J. G. M... 12/10/24

Principal/Designee Date

Juan C. Sanchez 12/10/2024

Assistant Superintendent Date

* Mari Pettit 12/10/2024

Board of Education Curriculum Committee Member Date

Julian McNamee 12/10/24

Board of Education Curriculum Committee Member Date

Lisa Niland 12/10/24

Board of Education Curriculum Committee Member Date

TRUMBULL PUBLIC SCHOOLS

NEW COURSE PROPOSAL

Date Submitted: 11.7.2024

Title of Course: Spanish for Heritage Speakers Level 2

Grade Level: 11-12

Department: World Languages

Length and Credit: Full Year-1 credit

Prerequisites: Teacher recommendation, Spanish Heritage Speaker Placement Test, and/or successful completion of Spanish Heritage Speakers Level 1 course.

Rationale: The course is designed for advanced heritage speakers of the Spanish language who already have strong oral language proficiency. This course can accommodate students from a wide range of linguistic backgrounds in grades 11-12 or who are heritage speakers at an intermediate-advanced proficiency in Spanish. Students will build upon their current language skills to continue to develop language and cultural literacy. This course will guide students to develop a deeper appreciation for their cultural history and heritage while recognizing that there are many ways to be Latinx. Students will have the opportunity to build confidence using Spanish to express their thoughts on various themes, interact with other heritage Spanish speakers, understand complex oral and written passages, create oral and written presentations, and critically view and evaluate authentic resources in the target language.

The influx of Spanish speakers at Trumbull High School over the past few years has grown significantly and it has impacted how Spanish teachers and students are experiencing Spanish courses at THS. Heritage speakers of Spanish often do not have an appropriate level available for them to take as they often cannot find success in the levels currently available at THS. The data demonstrates that from 2014 to 2024 there has been an increase of over 100% of the Hispanic population at THS, from 8% to 18%. Out of approximately 2100 students attending Trumbull High School, we currently have about 400 students who identify as Hispanic or Latino. Many of these students would benefit from the opportunity to partake in a Spanish language course that could accommodate and enrich both their linguistic and cultural background knowledge. We have the resources available (we would not need to hire additional Spanish teachers if this course became available) as well as the demand for this course that would best support our Hispanic students who would benefit from this linguistic and cultural opportunity at the high school level. This course would contribute to their college preparation of Spanish as well as further enrich their transcripts.

Resources Needed: Supplemental materials/books for Heritage speakers of Spanish and continued access to the WL Language Lab.

Submitted by: Susanna Lavorgna Lye

Reviewed by:

[Signature]

Principal/Designee

12/10/24
Date

[Signature]

Assistant Superintendent

12/10/24
Date

[Signature]

Board of Education Curriculum Committee Member

12/10/24
Date

[Signature]

Board of Education Curriculum Committee Member

12/10/24
Date

[Signature]

Board of Education Curriculum Committee Member

12/10/24
Date

TRUMBULL PUBLIC SCHOOLS NEW COURSE PROPOSAL

Date Submitted: October 17, 2024

Title of Course: Multicultural Literature

Grade Level: 12 ACP/Honors

Department: English

Length and Credit: Full Year, 1 Credit

Prerequisites:

- Successful Completion of 11 ACP, AP Language & Composition, and/or AP Literature & Composition and English Teacher Recommendation

General Description:

Multicultural Literature ACP/Honors 12 (full year) will explore four units, each focusing on one racial ethnicity per quarter in the United States (African, Native-Indigenous, Asian, and Latino). Through a study of the units and authors' techniques, students will widen their understanding of how class consciousness, race, stereotypes, and gender are expressed by authors of multicultural literature. More importantly, students will come to see that experiences of cultures are transferable and relatable because humanity shares a story. Students will also have the opportunity to examine how their own culture has shaped their identity and make connections to the cultures they have learned about in the course. Students will read different genres of literature, both fiction and nonfiction, children's books, poems, articles, essays, and short stories.

Rationale:

The proposed **Multicultural Literature ACP/Honors 12** course fills a gap in our English Department's Program of Studies. While the department offers courses that include diverse authors, **Multicultural Literature ACP/Honors 12** specifically focuses on stories from diverse cultural backgrounds that are not as commonly taught in the traditional Canon. It explicitly explores multicultural writing styles. By exploring literature from multiple cultures, students will not only widen their understanding of our interconnectedness despite our differences, they will learn that outstanding and celebrated authors exist in many forms and from many cultures. As stated above, they will— most importantly— observe that experiences of all cultures are transferable and relatable because humanity shares a story. Units of study will include literature influenced by: African, Native-Indigenous, Asian, and Latino cultures within the United States and beyond.

Resources Needed:

- Time to review and strategically select multicultural texts
- Curriculum writing team and writing hours
- New texts

Reviewed by:

[Signature]
Principal/Designee

12/10/24
Date

[Signature]
Assistant Superintendent

12/10/24
Date

[Signature]
Board of Education Curriculum Committee Member

12/10/24
Date

[Signature]
Board of Education Curriculum Committee Member

12/10/24
Date

[Signature]
Board of Education Curriculum Committee Member

12/10/24
Date