

# HASTINGS HIGHLIGHTS

*The monthly newsletter of highlights in Curriculum, Instruction, and Assessment*



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## K-12 MATHEMATICS COMMITTEE

Anchoring their work with an adapted, student-centered Hastings Mathematical Mindset Rubric that originated from Stanford University's YouCubed organization, members of the K-12 Mathematics Committee began a collaborative lesson study process earlier this month. Dr. Greg Stephens, Mathematics Department Chairperson, hosted our first lesson study within his AB Calculus class and was joined by two high school mathematics teachers, a teacher from the elementary school, and the Assistant Superintendent for Curriculum & Instruction. This provided an important opportunity to exchange instructional practice and consider how bright spots might be replicated across classrooms. One teacher reflected on this rare opportunity to observe and learn from the excellent work of a colleague, while another remarked on the culture of the classroom. The next K-12 Mathematics Committee session will be dedicated to debriefing the lesson, with discussion grounded in student work and concrete observations.

## DIVERSITY COMMITTEE

The Diversity Committee, led by Dr. Jenice Mateo-Toledo, meets regularly to explore opportunities to support culturally responsive pedagogies. The committee's April session included:

- A review of State and local indicators associated with year one of the District's current diversity, equity and inclusion plan
- Ongoing work to create a digital teacher toolkit containing theoretical and practical resources designed to support educators
- An update on the District's diversity recruitment efforts
- A briefing on the PTSA Internal Working Group's (IWG) philosophy statement on Incidents of Bias that is in the process of being finalized and;
- An update on a *Facing History and Ourselves* grant that was submitted to the Hastings Education Foundation.

APRIL 2022

## PROPOSED HIGH SCHOOL ENGLISH ELECTIVES FOR 2022-23

Next year, we anticipate offering two new English electives at the high school. The first, *Building a Better Bookshelf: Literacy in the 21st Century* was developed from discussions with Dr. Jenice Mateo-Toledo about opportunities to enhance access to culturally responsive texts. This class is also intended to elevate student choice and voice in what they are reading. The second, *Speak for Yourself: The Art of Communication* will support students with the practical skill of communication, including public speaking. Please find detailed descriptions of these two electives below.

Proposed Electives:

*Building a Better Bookshelf: Literacy in the 21st Century* (Grades 10-12)

One semester - ½ Unit

In this course, students will discuss what it means to be well read in the context of our time, and with the help of their teacher, they will develop a syllabus based on the idea of “literary diversity”: texts representing a wide range of literary genres, written in a variety of locations within and outside this country and across and historical periods, presenting a diverse set of authors, characters, and experiences.

*Speak for Yourself: The Art of Communication* (Grades 10-12)

One Semester - ½ Unit

Having the ability to communicate well comes in various forms these days; whether it’s engaging in dialog via the comment section of a website or creating a long-form podcast, one commonality remains: the necessity for coherent, cogent presentation. In this course, we’ll study the art of speaking well, speaking with confidence and speaking so others listen and want to engage with our ideas. To do this, traditional speeches, TedTalks, podcasts and social media posts will serve as our textbook. No experience required; the desire to grow and to work encouraged.