

LACK OF DIVERSITY AND REPRESENTATION IN CURRICULUM

MS. CARABALLO

EMAIL: Mcaraballo11@schools.nyc.gov

JOHN DEWEY HIGH SCHOOL



Introduction: This year is the first time students are learning from the newly assigned HMH curriculum. From the feedback provided from students they have stated this curriculum lacks diversity and representation for all types of learners. What is the solution to finding an equitable curriculum that shows the representation of all students?

John Dewey High School is a [diverse school](#) located in Brooklyn, New York. The population of students follow: 22% African American, 29% Hispanic or Latino, 26% Asian, and 19% White. Students are being tasked to take control of their own learning to identify the problem within the curriculum and help find a solution using the PPA model.



Task: [objectives, student products, doable timeframe]

Your task is to act like the new curriculum writers for John Dewey. You will be in charge of developing or improving the current curriculum to include more representation for the diverse learners in John Dewey. To help complete your project use the following steps.

1. First, students will be put into their assigned groups and given an article to read. They will complete a quick write to complete a summary on the article given.

2. Second, Students will create their own [survey](#) based on how students feel about the HMH curriculum to help them collect data.

How to Create a Google Survey:

<https://support.google.com/surveys/answer/2372144?hl=en>

3. Third, you will create a Google Slides presentation highlighting the areas that you discovered or investigated due to survey responses with pictures and descriptions of what you see. Include some ideas on how you could improve upon the current practices in your slides.
4. Fourth, students will have the opportunity to present their ideas and findings to the class. Students will provide feedback to each other using a Padlet.

See Sample Padlet here:

<https://johndeweyhigh.padlet.org/mcaraballo111/pd-1-12-8-22-one-response-per-group-t16fsdxkbbqimo1b>

Process: how students are grouped, detailed instructions, curated resources]

Students will be placed in heterogeneous groups of 3-4 students.

Here are some resources about the following topic:

1. Group 1: [HMH'S Statement](#)
2. Group 2: [PIX 11: New Curriculum Criticized](#)
3. Group 3: [NYC'S new literacy curriculum](#)
4. Group 4: [A Troubling Lack of Diversity in Educational Materials](#)
5. Group 5: [NYU The Education Justice Research and Organizing Collaborative \(EJ-ROC\)](#)

Students must use the PPA policy in order to complete their presentations.

Step One: Define the Problem: What is the HMH curriculum? Why is it a current problem in schools who are using it?

Step Two: Gather the Evidence: Students will use this [tracker](#) to keep track of information from the articles provided.

Step Three: Identify the Causes: What is causing schools to switch to HMH curriculum?

Step Four: Evaluate an Existing Policy: Why is the HMH curriculum an existing policy?

Step Five: Develop Solutions: If the HMH curriculum is not working in schools because of its lack of diversity, what are some other solutions?

Step Six: Select the Best Solution : Based on [feasibility and effectiveness graphic organizer](#), which solution is the best?

Evaluation:

Criteria	4	3	2	1
Content and Analysis	Thorough understanding of the topic, clear analysis and insightful interpretation.	Solid understanding of the topic, adequate analysis and interpretation.	Basic understanding of the topic, limited analysis and interpretation.	Incomplete understanding of the topic, lack of analysis and interpretation.
Command of Evidence	Strong integration of evidence to support the claim.	Satisfactory integration of evidence and support claims.	Limited integration of evidence to support claims.	Little to no integration of evidence to support claims.
Grammar and Mechanics	Exceptional mastery of grammar,punctuation, and sentence structure.	Generally correct grammar, punctuation and sentence structure with occasional errors.	Noticeable errors in grammar, punctuation,and sentence structure	Frequent errors in grammar, punctuation and sentence structure that hinders comprehension.
Presentation	Professional and engaging presentation, well organized and visually appealing.	Clear presentation, organized with some visual elements.	Somewhat disorganized presentation with minimal visual elements.	Disorganized presentation with little to no visual elements and is difficult to follow.

Conclusion: After this assignment, You will learn that it is complex to incorporate different materials that incorporate representation for all learners. You should encourage your teachers to add additional class readings that have more diverse authors or characters. It is important to understand that literature should be a window,mirror or a sliding glass door for students.

Standards:

- ★ 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
- ★ 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

- ★ 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

