

Innovations in Instruction

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PROPOSAL OF THE CROSS-CURRICULAR COMMITTEE

Last year, LaGuardia’s CFI Team and a group of teachers from the English and Social Studies Departments studied a possible alignment of the U.S. History and American Literature curricula. The Committee included Mr. Dale Hawrylczak, Ms. Kim Washburn, and Mr. Matthew Weiler. These teachers worked out details regarding curricular changes necessary to align chronologically American Literature and U.S. History. We believe that paralleling these courses would benefit our students by helping them develop

a deeper understanding of the topics, readings, and activities to which they are exposed.

We invite both departments to consider the possibility of such a change, evaluate its benefits, and plan for its possible implementation in the 2011-12 school year.

We look forward to receiving input from all those affected, including students, parents, and educators.

Please review the topics, readings, and possible cross-curricular projects that were proposed. Texts and activities

are organized by month. We present this pacing calendar with the hope that it will be the focus of conversations between members of the two departments involved in the change. At the same time, we invite all teachers to review these examples and propose future cross-curricular collaboration among other departments; for example, these may include the integration of work of the studios into academic projects.

Month	Social Studies Topics	English Readings	Cross-Curricular Projects
September	Native Americans and Columbus	Native American poetry and speeches	
	The Puritans	<i>Sinners in the Hands of An Angry God</i> , Jonathan Edwards; <i>The Scarlet Letter</i> , Nathaniel Hawthorne; <i>The Crucible</i> , Arthur Miller	
October	The Constitutional Convention	<i>The Constitution</i>	Reenactment of the 1787 Convention (55 delegates, debating issues: representation, slavery, etc.)
November	The Mexican War	“Civil Disobedience” by Henry David Thoreau	
	Slavery	Slave Narratives (Douglass, Jacobs); <i>Uncle Tom’s Cabin</i> , Harriet Beecher Stowe; <i>The Adventures of Huckleberry Finn</i> , Mark Twain	
December	The Civil War	<i>The Red Badge of Courage</i> , Stephen Crane	
	The Western Frontier	American Legends and Mythology; <i>The Searchers</i> , Alan LeMay	
January	The Gilded Age	Horatio Alger stories	
	Industrialization	<i>The Jungle</i> , Upton Sinclair	
February	Progressivism	Kate Chopin’s stories; <i>The Yellow Wallpaper</i> , Charlotte Perkins Gilman; Booker T. Washington’s speeches; W.E.B. Du Bois’ writings	
March	WWI	<i>A Farewell to Arms</i> , Ernest Hemingway; <i>U.S.A.</i> , John Dos Passos	
	1920s	<i>The Great Gatsby</i> , F. Scott Fitzgerald; “The Waste Land,” T.S. Eliot; <i>Inherit the Wind</i> , Jerome Lawrence and Robert E. Lee	Gatsby Day! School-wide celebration of the 1920s
	The Harlem Renaissance	poems by Langston Hughes and Countee Cullen; <i>Their Eyes Were Watching God</i> , Zora Neale Hurston	
	The Great Depression	<i>The Grapes of Wrath</i> , John Steinbeck	
	WWII	<i>Hiroshima</i> , John Hersey; <i>Farewell to Manzanar</i> , Jeanne Wakatsuki Houston	
	The Cold War	<i>A Street Car Named Desire</i> , Tennessee Williams	Propaganda Film/Cartoon Project
May	1950’s Domestic and Pop Culture	The Beat Generation: poetry by Allen Ginsberg and <i>On The Road</i> , Jack Kerouac; <i>The Bell Jar</i> , Sylvia Plath	Poetry Slam!
	The Civil Rights Movement	“Letter From Birmingham Jail” by Dr. Martin Luther King, Jr.; <i>The Autobiography of Malcom X</i> , Malcolm X	Final Project: Decades Research Paper and Presentation

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MEREDITH MONK WORKSHOP

Cross Curricular Connections

What: Showing of work from the Meredith Monk Workshop

When: Thursday, May 20, at 5:00PM

Where: 8th Floor

For the past six weeks, an exciting workshop has benefitted all studios. Meredith Monk, the renowned inter-disciplinary theater artist, composer, and creator of extended vocal techniques, is working with students from each department. Two members of her company, Katie Geissing and Ellen Fisher, are leading two dozen students through movement and vocal ensemble exercises, spontaneous group creations, and other wonderful inter-disciplinary activities.

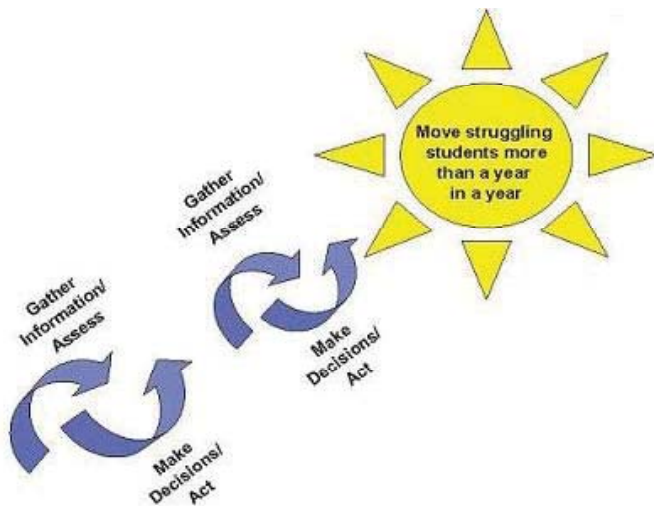
CFI TEAM: INQUIRY TEAMS (PART ONE OF TWO)

1. Will the CFI Team exist next year?

The DOE says the following:

“The Children First **Initiative** (CFI) is a professional development program that supports school leaders and teachers to thrive in the Department of Education’s new environment of empowerment and data-driven accountability” (*Strategic IT Plan*12).

The mission of CFI is to support each school in closing the achievement gap and expanding its **sphere** of success. Please review the representative picture below that illustrates the idea behind the CFI:



2. Is Children First Initiative only about SMART goals?

No. The Children First Initiative was designed by the DOE to **disseminate** knowledge about the concepts behind the Children First Reform, which started in 2003 after Mayor Bloomberg took control over the New York City public schools. This professional development for teachers is supposed to familiarize the teachers with the following Accountability Tools:

- Progress Report
- Quality Review
- Periodic Assessments
- ARIS

and integrate the Accountability Tools into school planning (*Strategic IT Plan* 16).

3. Do CFI and Inquiry Team mean the same thing?

The Inquiry Team is part of the CFI. In 2007 the DOE supported the creation of an Inquiry Team in every school as a core **component** of its school improvement strategy. Each inquiry team is charged with becoming expert in using data to identify a change in instructional practice that will accelerate learning for a specific group of under-performing students. Based on what is learned from that experience, teams work with school staff to **implement** and monitor system-level change to benefit all students (*Inquiry Team Handbook* 4). Therefore, Inquiry Teams are created to support and promote the CFI, and the vision of the DOE.

4. How can I learn more?

CFI Members Laura van Keulen, Alex Moore, Erik Sudduth, and Annie Pace would be happy to respond to questions about Inquiry Teams.

Expect more information in future Yellow Sheet articles.

You may also consult documents pertaining to the creation of SMART Goals, the Inquiry Process, and a sample CFI Team project involving note taking at **LaProgram.org**. You will find the following information on our Web site:

- The mission of the CFI Team
- An explanation of SMART Goals
- An overview of the Inquiry Process
- Meeting presentations, agendas, and minutes
- A sample Inquiry Team project pertaining to note taking. This includes four lesson plans, assessments, data, a rubric, and a presentation

Inquiry Team Handbook. New York City Department of Education. Jul. 2008. Web. 10 May 2010.
Strategic IT Plan. New York City Department of Education. 22 Jun. 2009. Web. 10 May 2010.

Note: If you would like to know more about the additional DOE documents that were consulted during the writing of this article, please see Ms. van Keulen in Room 261.

COMMAND OF LANGUAGE

initiative	n.	an introductory act or step
sphere	n.	an area of power, control, or influence; domain
disseminate	v.	to spread or become spread; diffuse
component	n.	an element of a system
implement	v.	to put into effect

The American Heritage Dictionary 2001 ed.

Second Floor Scoop

LaProgram.org

FINAL EXAMINATIONS APPROACH



STUDENTS: Begin to prepare for Upcoming Final Examinations.

Tue., June 1:	Foreign Language Mathematics
Wed., June 2:	English Science
Thu., June 3:	Social Studies Phys ed Health
Fri., June 4:	Studios

AP EXAMINATION MAKE-UP SCHEDULE



STUDENTS: Please Note the Times When You Can Make Up AP Examinations.

AP Make-Up Exams:

Wednesday, May 19: Statistics and United State History (AM) Environmental Science: (PM)

Thursday, May 20: Calculus AB (AM)

Friday, May 21: English Literature (AM)

The exams will take place in the **Library**. Be prepared to come to school at **7:45** for the AM exams and at **11:45** for the PM exams.

DAEDALUS IS CLOSED



STUDENTS: Daedalus Closed on Wednesday, May 12.

You have selected honors, AP, and elective classes using Daedalus. Now the first step in the programming process is done.

In June, you will receive a draft of the courses you requested as well as those for which we automatically programmed you.

If you would like to make changes, please meet with your counselor in June.

Continue to regularly check the Program Office Web Site at **LaProgram.org** for updates on the programming process and information about additional classes that may be offered to seniors.

SUMMER SCHOOL



TEACHERS: Apply to Teach Summer School at <http://schools.nyc.gov/ChoicesEnrollment/SummerSchool/default.htm>

UPCOMING SPRING FESTIVAL



STUDENTS, PARENTS, and TEACHERS: Celebrate LaGuardia's 25th Anniversary at Our Spring Festival!

The Festival will run from **Tuesday, May 25**, until **Friday, May 28**. Visit **LaProgram.org** to learn more!.



Photograph by Kas Wilson

FACULTY CONFERENCE



TEACHERS: A Faculty Conference Will Be Held on Mon., May 17, Instead of Department Conferences.

FIRE DRILLS



STUDENTS and TEACHERS:

Anticipate Fire Drills on the Dates Below. The following are the remainder of the fire drills for the 2009-2010 school year.

There will also be one fire drill held during PM school on a date yet to be determined.

5-14 Rapid Dismissal @ 3:55 pm

5-24 Full Fire Drill period 3 (weather permitting)

5-28 Rapid Dismissal @ 3:55pm

During the full fire drill, we will be following the same fire drill route as in the past. Those exiting on the north side of the building will make their way up towards Amsterdam avenue, cross at the corner of 65th st., go north 1 block to 66th st. and then head west to West End avenue. Those exiting on the south side of the building will make their way up to Amsterdam avenue, cross at 64th st., and then continue heading directly south on Amsterdam avenue to 62nd st..

Upon returning to the building, all classes should be instructed to cross over only at Amsterdam avenue. Students should not be allowed to cross in the middle of 64th or 65th streets, regardless of which exit they used to leave the building. After crossing the street, classes will be instructed as to whether to use the front or back lobby entrance in order to re-enter the building.

Thank you in advance for your cooperation.