

## Why should schools engage in the Florence Melton High School Initiative?

### **Time and Expertise**

While many high schools would like to develop their own curriculum, most do not have the time and expertise to research, identify suitable texts, and compile a reader that represents a range of perspectives. The Florence Melton School has a dedicated team of experts including writers, academic advisors, translators, editors, proofreaders, and designers that produce a first-rate student reader.

### **Contributes to the professionalization of Jewish Education**

There is often a discrepancy between the professional appearance of General Studies and Jewish Studies texts and resources. Often times, Jewish Studies texts appear on photocopied handouts and lack the appearance of a cohesive course of study. The Florence Melton student reader is professionally produced, attractive, and user friendly.

### **Allows teachers to focus on what they do best**

Teacher prep is often spent in search of suitable content for their course. As a result, teachers lack the time to design their lessons with attention to effective pedagogy. By providing the content and texts, the Florence Melton Resources allow teachers to devote their energies to creating an environment that is conducive to successful learning.

### **Teacher Engagement = Teacher Ownership**

As partners in the process, teachers are actively involved in decision making. The Florence Melton School provides the course content, while the teachers and school administrators provide the pedagogical framework: selecting the specific texts that are suitable for their students, determining how the materials will be taught, and constructing learning activities and assessments. Engaging the teachers in the process allows teachers to take ownership of the curriculum.

### **Customized reader and course that meet the needs of the school and students**

At the end of the two-year adaptive process, the school will have determined what their reader will look like based on their experimenting with the texts of the reader, collaborating with other staff members, and receiving support and mentoring from a Florence Melton educator. The customized reader reflects the unique nature of the school, and the activities and assessments generated by the teachers complement the texts included in the customized reader.

