

Curriculum Committee Meeting

Wednesday, October 14, 2020 9:00 AM

Via Zoom - Dial In: 312-626-6799 Passcode: 747973, 24 School Road, Weston, CT
06883-1623

I. **Call to order**

II. **Presentation and discussion on district and school goals for promoting an inclusive and culturally responsive curriculum**

III. **Follow up discussion regarding modifications to school scenarios**

IV. **Approval of May and September 2020 minutes**

V. **Other curricular issues**

Weston High School School Climate Action Plan 2020-2021

Goal: To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation, gender and other perceived differences.

Descriptor: This goal is in response to an analysis of the school climate survey (winter 2020), student focus groups(spring 2020)

Strategy	Action Steps	Group Responsible	Resources Needed	Due Date	Measurement of Success
Strengthen the understanding of the issues	<p>Watch and discuss Ted Talk <i>What does injustice have to do with me</i></p> <p>Read text <i>What does injustice have to do with me? Engaging Privileged white students with social justice</i> by David Nurenberg</p>	WHS administration	Text	Summer 2020	created action plan
Provide students with summer opportunity to explore social justice issues	<p>Run student book club <i>We are here to stay. Voices of undocumented young adults</i> by Susan Kuklin</p> <p>Host author as guest speaker</p>	Christine Cincotta (CIL) Jess DiBuono (English teacher)	Text honorarium for speaker	July 2020	Student participation
Kick Off #unfollowhate campaign	<p>Create #unfollowhate Staff video</p> <p>Distribute #unfollowhate bracelets</p>	Lisa Wolak	Geoff Brencher, video equipment Bracelets	August 2020 September 2020	Viewing of video in advisory- student/staff discussion Viewing by parents

Provide opportunities for student voice	WHS Admin	October 2020		
Create a social justice advocacy group comprised of 4 teachers and 2 student representatives per grade level	English teachers/CIL	Summer 2020 September 2020 October 2020 Sept- June 2020-2021	New texts per course and grade level	Student work (written examples of analysis)
Incorporate culturally diverse texts- at scale across grade levels- this was piloted in select classes in 2019-20	Consultant David Nurenberg	Fall 2020	Honorarium for guest speaker	Teacher participation and readiness
Develop staff's cultural competency for social justice in preparation for work with students	PBIS coach Teachers Social Justice Advocates	Sept-June 2020-2021		Lesson plans, student feedback
Embed social justice issues in school culture	Social Studies World Language Art	Sept- June 2020-2021	Supplies per course and department	Student work
Embed themes of social justice into academic departments				

True Trojan Contract

By holding ourselves to the tenants of a True Trojan, we all help create a safe, healthy, and enriching school environment for ourselves and our peers. We are all in this together as one Trojan family.



TROJAN

Team up with your school

- Assume good intentions
- Recognize everyone makes mistakes
- Support each other
- Don't criticize or judge
- Foster a prejudice free school
- Hold someone accountable in a respectful manner
- Report serious issues to an adult

Respect one another

- Listen and respect different points of view
- Acknowledge each other's feelings
- Stand up when someone is treated badly
- Refrain from hateful language that demeans someone based on race, ethnicity and gender
- Don't use social media to belittle, laugh at or make fun of people

Own your actions

- Do your best to be kind to everyone even if they're not like you
- Reflect on what you say and how you say it
- Take responsibility
- Apologize
- Resolve to do better

Join your community

- Participate actively in and outside of class
- Collaborate respectfully

Act with integrity

- Speak only for yourself not anyone else
- Share your thoughts and beliefs
- Be honest

Notice the world around you

- Include peers in class, at lunch, lunch and in co-curricular activities
- Express gratitude, compliment a classmate
- Show interest in other people by asking them how they are feeling
- Reach out to support those who are targets of hate

By typing your name in the space below, you are indicating that you have read and agreed to demonstrate the behaviors of a True Trojan at all times both in and out of school.

Name: _____

Social Justice Advocacy Group Questionnaire

Weston High School's goal this year is to create and sustain a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

One component of this school goal is to form a Social Justice Advocacy Group comprised of 4 adult staff members and 8 students- two per grade level. The WHS Social Justice Advocates will:

- Provide feedback regarding how to better embed social justice issues into learning so that students understand and connect them to their lives.
- Collaborate with administration in the organization and implementation of different programs that raise awareness around social justice issues.
- Serve as representatives of varied groups to promote continued conversations regarding school climate.

Interested students should complete the following electronic application by October 9.

Your email address (lisawolak@westonps.org) will be recorded when you submit this form.
Not you? [Switch account](#)

* Required

Student First Name *

Your answer



Student Last Name *

Your answer

Grade *

9

10

11

12

How would you define social justice? *

Your answer

Why do you want to be a WHS Social Justice Advocate and how would you contribute to this group? *

Your answer

What do you think the most pressing issue is in our school and what action steps would you take to begin to address this issue? Please give specific examples. *

Your answer



Is there anything else you would like to add?

Your answer

Send me a copy of my responses.

Submit

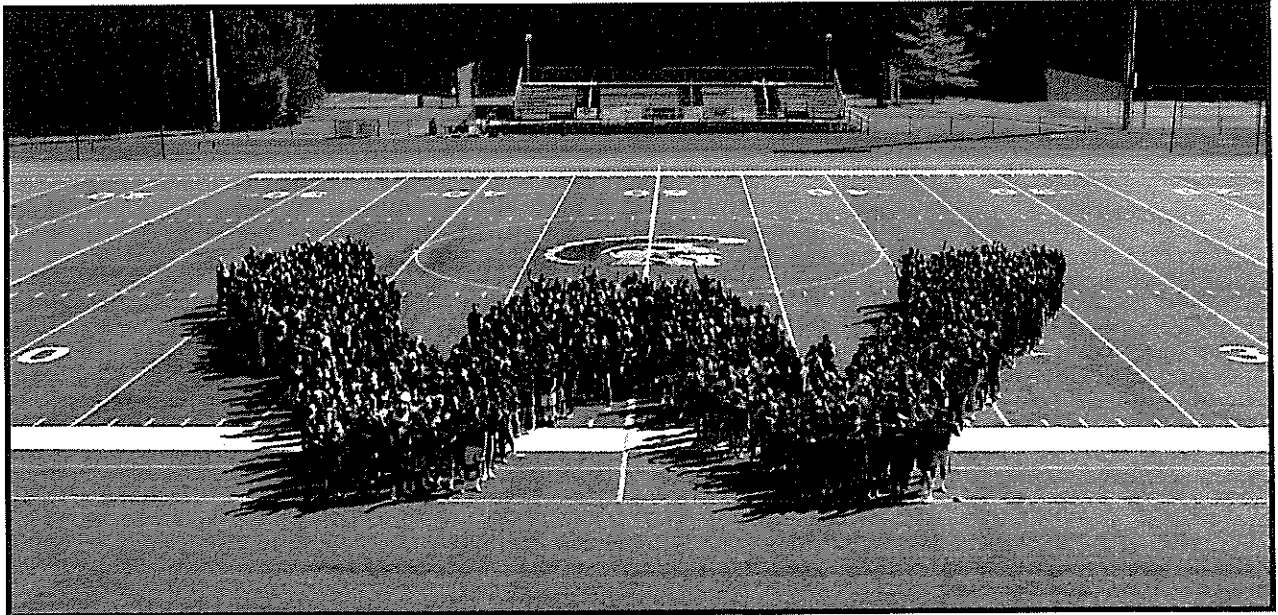
Never submit passwords through Google Forms.

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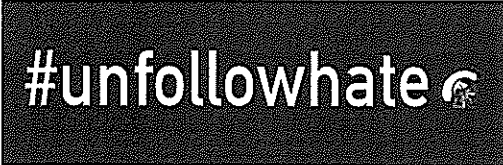
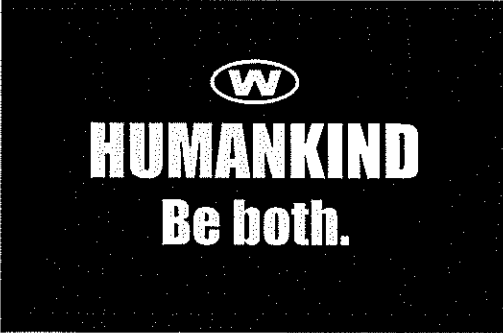
Google Forms



Weston High School Action Plan 2020-2021



HEALTHY LEARNING ENVIRONMENT

GOAL	STRATEGIES/ACTIONS
<p data-bbox="233 365 669 705">To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.</p>  	<ul style="list-style-type: none"> <li data-bbox="781 365 1398 533">● Read <i>What does injustice have to do with me? Engaging privileged white students with social justice</i> by David Nurenberg & view Ted Talk (summer) <li data-bbox="781 558 1398 852">● Engage students in summer book groups run by English teachers: <i>The Hate U Give</i> by Angie Thomas and <i>We Are Here to Stay: Voices of Undocumented Young Adults</i> by Susan Kuklin. Kunklin visited one session as a guest speaker. <li data-bbox="781 877 1398 1129">● Read and discuss texts dedicated to inclusion and representation of marginalized voices for potential implementation in English units (English teachers engaged in this work throughout summer 2020) <li data-bbox="781 1155 1398 1323">● Participate in <i>Everyday anti-racism. Getting real about race in school</i> by Mica Pollock (faculty book group summer) <li data-bbox="781 1348 1398 1474">● Revise what it means to be a TROJAN. Incorporate into first week advisory, ask students to take pledge (Sept) <li data-bbox="781 1499 1398 1625">● Collaborate with author/teacher David Nurenberg on professional development for staff (October) <li data-bbox="781 1650 1398 1776">● Provide Professional development addressing staff's cultural competencies (fall) <li data-bbox="781 1787 797 1808">●

	<ul style="list-style-type: none"> ● Create a social justice advocacy group comprised of teachers and students (October) ● Plan specific action steps (social justice advocacy group) that address school programs to meet this goal ● Embed academic lessons reflective of this goal (see goals under academic department- throughout the year)
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ATHLETICS

GOAL	STRATEGIES/ACTIONS
<p>Goal 1: Enhance and sustain positive team environments given the current pandemic situation and the reality that athletics is existing in a hybrid/remote environment.</p>	<ul style="list-style-type: none"> ● Work with coaches on a variety of methods to assist in keeping the athletes involved and engaged regardless of the circumstance presented. ● Provide a communication workshop for all coaches at pre-season meetings during the year focusing on different avenues of communicating under different methods of athletics (in person, hybrid, remote).
<p>Goal 2: Increase the visibility of our Class Act Committee to improve sportsmanship and school spirit. (on hold until we are back in a more normal time and this group can be more visible in and around school)</p>	<ul style="list-style-type: none"> ● Name Class Act Committee Members ● Appoint a Student Chairperson to assist in the new direction of the committee. ● Schedule quarterly committee meetings, more if necessary, to work through sportsmanship/school spirit issues. ● Meet monthly with student chairperson.

ENGLISH LANGUAGE ARTS

GOAL	STRATEGIES/ACTIONS
<p>Goal: Refine and strengthen students' critical reading skills through analysis of texts that represent culturally diverse voices.</p>	<ul style="list-style-type: none">● Preview, document, and discuss potential books for use in classes● Implement the use of multicultural and diverse texts (novels, non-fiction books, short stories, poetry, and film) at scale by grade level● Continue to evaluate units using the Culturally Responsive Curriculum Scorecard● Explore professional learning opportunities that provide educator support in the areas of anti-bias training, anti-racist teaching, and/or diversifying the "literary canon"● Continue to develop literature circles in select classes to determine the effectiveness of student choice and autonomy in the secondary classroom● Gather survey and focus group data regarding the effectiveness of revised curriculum● Link to book updates

SOCIAL STUDIES

GOAL	STRATEGIES/ACTIONS
<p>Goal: Engage all students in the issues of discrimination connecting history with our current global society</p>	<ul style="list-style-type: none"> ● Create inventory for each course of what connections are being made to contemporary issues of race, equity, and social justice. ● Identify areas within the curriculum where content aligns to contemporary issues of race, equity, and social justice. ● Work within curricular groups to build assured experiences, and other shared activities that address issues of bias, microaggressions, discrimination and their effect on our global society. <ul style="list-style-type: none"> ○ Shared experiences may range in size from class discussions and personal reflections, to larger tasks embedded into projects. ● Organize assured experiences by course. ● Create a vertical and horizontal timeline by course and year where these tasks are implemented. ● Use multicultural source material when possible, and provide alternative viewpoints by introducing a wider variety of sources. ● Implement assured experiences, and use expanded selection of source materials. ● Get feedback from students for future planning purposes.

Examples of Vertical-Horizontal Timelines in Development For All Courses During 2020-2021

MODERN WORLD STUDIES/MODERN WORLD STUDIES-H (10 th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p><u>Overarching Theme:</u> <u>Conflicts Over Racist History: Global Challenge</u></p> <p><u>Imperialism Unit</u></p> <ul style="list-style-type: none"> ● Scramble for Africa ● Social Darwinism <ul style="list-style-type: none"> ○ White Man's Burden ● European nationalism <p><u>Congo Free State</u></p> <ul style="list-style-type: none"> ● terror tactics against civilians ● agricultural devastation ● Congolese genocide <p><u>Legacies of Racism</u></p> <ul style="list-style-type: none"> ● Post-unit written reflection on the legacy of Leopold II <ul style="list-style-type: none"> ○ "Should the Oostende memorial to Leopold II be torn down, repaired, or allowed to stand in its vandalized form?" ● Students read NPR article entitled "Where 'Human Zoos' Once Stood, A Belgian Museum Now Faces Its Colonial Past" or another article on similar topic, as chosen by instructor. <ul style="list-style-type: none"> ○ Guided (Socratic or Fishbowl) discussion: "What makes confronting historical racism so difficult for contemporary people?" 	<p><u>Overarching Theme: The Great War, Peace, and New Identities</u></p> <p><u>World War I Human Interests</u></p> <ul style="list-style-type: none"> ● Instruction and discussions on the topics of: <ul style="list-style-type: none"> ○ People of color (African and Indian soldiers) ○ Children (combatants, and refugees) ○ Women (changing roles at home and abroad, women's suffrage, women in the workplace) ❖ <i>Guided (Socratic or Fishbowl) discussion: "How will contemporary crises (COVID-19, unemployment, civil rights protests) affect identities of people of color, children, and women in the future?"</i> <p><u>Interwar Period</u></p> <ul style="list-style-type: none"> ● liberalization of gender roles, global interconnectedness, democratization as prelude to: <ul style="list-style-type: none"> ○ rise of fascism ○ anti-Semitism ○ reversal to old gender norms <p><u>WWI/Interwar Inquiry Project</u></p> <ul style="list-style-type: none"> ● Student driven project on any topic relating to World War I or Interwar period. ● Prior and concurrent instruction (see above) encourages students to 	<p><u>Overarching Theme:</u> <u>Genocide as a Stain on 20th Century History</u></p> <p><u>World War II: The Holocaust</u></p> <p>Focus on incremental build-up to genocide → "How could the Nazis murder so many people without consequences?"</p> <ul style="list-style-type: none"> ● Cultural normalization of anti-Semitism ● Legal enshrinement of anti-Semitism ● Unwillingness of foreign states to recognize problem ● Forced relocation and imprisonment ● Overt genocide <p><u>The Holocaust Webquest</u></p> <ul style="list-style-type: none"> ● Students complete a department-built Holocaust Webquest, which uses primary source materials from the US Holocaust Memorial Museum. ● After completing the Holocaust Webquest, students pick a focus area within the Holocaust. ● Students construct their own Holocaust Webquest, using teacher provided template, and the US Holocaust Memorial Museum website. ● Students complete a peer-created Holocaust Webquest. <p><u>Crimes of the Japanese Empire</u></p> <ul style="list-style-type: none"> ● Instruction and discussions on the topics of: <ul style="list-style-type: none"> ○ Forced labor 	<p><u>Overarching Theme: The Future Not Guaranteed</u></p> <p><u>Modern Global Issues</u></p> <ul style="list-style-type: none"> ● Critical Study of Modern China (post 1949) <ul style="list-style-type: none"> ○ economic progress vs. poor human rights record ● Exponential growth rate of computer technology <ul style="list-style-type: none"> ○ social media as a tool of democratization, indoctrination ● Post-colonial challenges in Africa, South Asia <ul style="list-style-type: none"> ○ religious factionalism ○ poverty ○ women's rights ○ educational access <p><u>Our Globalized World</u></p> <ul style="list-style-type: none"> ● Students work in pairs to identify a critical social, political, or economic issue in the contemporary world ● Student pairs generate a compelling question, conduct research, and develop positions on their compelling question ● Student pairs debate the compelling question, and get critical feedback from peer audience <ul style="list-style-type: none"> ○ Topics are student driven, but prior and concurrent instruction guides students toward issues related to the environment, refugees and

	<p>focus on diverse range of topics.</p> <p>❖ <i>Students will connect project to a current issue of cultural importance.</i></p>	<ul style="list-style-type: none"> ○ Sexual slavery ○ Genocide ○ Human experimentation ○ Human trafficking <p>❖ <i>Students will create a short comparative presentation which identifies a current human rights crisis, and proposes lessons which can be applied from the history of Japanese atrocities during World War II.</i></p>	<p>displaced peoples, immigration, gender equality, civil rights</p>
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❖ *relevant contemporary connections will be added during school year as part of action plan*

<p>AMERICAN STUDIES (11th Grade)</p> <p>**Throughout the year: Each student completes one current event project per year that corresponds with our unit. So for example, first quarter with Reconstruction and Race in America, a group of students (size of group dependent on class size) would find a current event that relates to the themes of that unit (civil rights--race, gender, sexuality, etc) and create a dynamic presentation to teach the class, and lead a class discussion.</p>			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p><u>Overarching Theme:</u> <u>Reconstruction and Race in America</u></p> <p><u>Radical Reconstruction</u></p> <ul style="list-style-type: none"> ● Implementation of the 14th Amendment ● Carpetbaggers and Scalawags, Republicans in control in the south, rise of the KKK ● Enfranchisement of African American men ● "The Daily" Podcast episode about Juneteenth <ul style="list-style-type: none"> ○ Students read the transcript or listened to the episode of "The Daily" podcast about Juneteenth ● Jigsaw activity using August 2020 TIME Magazine feature "The New American Revolution" <ul style="list-style-type: none"> ○ Students read various contemporary articles and discussed things 	<p><u>Overarching Theme:</u> <u>Progressivism, Evolving Identities, Post-War Racial Tension</u></p> <p><u>Progressivism: Expansion of Rights</u></p> <ul style="list-style-type: none"> ● 16th Amdt (1913): Progressive federal income tax ● 17th Amdt (1913): Direct election of US Senators <p><u>World War I Case Studies in Diversity</u></p> <ul style="list-style-type: none"> ● African American troops ● Women on the Homefront ● Women abroad (Red Cross) <p><u>Progressivism: Expansion of Rights (cont.)</u></p> <ul style="list-style-type: none"> ● 18th Amdt (1919): Prohibition as a domestic safeguard ● 19th Amdt (1920): Women's suffrage <p><u>Racial Terror and New African American Identity</u></p>	<p><u>Overarching Theme: New Roles During World War II, Challenges and Opportunities</u></p> <p><u>WWII Case Studies in Diversity</u></p> <ul style="list-style-type: none"> ● African American troops <ul style="list-style-type: none"> ○ support roles ○ combat roles → Tuskegee Airmen, Battle of the Bulge ● Japanese American troops <ul style="list-style-type: none"> ○ 442nd Regimental ● Women at War <ul style="list-style-type: none"> ○ auxiliary roles → WAC, WAAC, WAVES, WASP ○ support roles → ANC, NNC ● Women on the Homefront <p><u>Institutional Discrimination During World War II</u></p> <ul style="list-style-type: none"> ● Bracero Program ● Zoot Suit Riots ● Segregation in Military ● A Philip Randolph <ul style="list-style-type: none"> ○ Double V 	<p><u>Overarching Theme:</u> <u>Modern American Civil Rights Issues</u></p> <p><u>The Civil Rights Movement</u></p> <ul style="list-style-type: none"> ● Desegregation of US Army ● Desegregation of baseball ● <i>Brown v. Board of Education (1954)</i> and federal enforcement <ul style="list-style-type: none"> ○ Little Rock ● Direct Action and Outcomes <ul style="list-style-type: none"> ○ Montgomery Bus Boycott ○ 1957 CRA ○ United Farm Workers Union <ul style="list-style-type: none"> ■ Cesar Chavez ■ Dolores Huerta ○ Greensboro Sit-ins ○ Birmingham Protests ○ 1964 CRA ○ Dixiecrat schism, George Wallace Campaign

<p>including the modern day connections to Reconstruction and systematic racism</p> <ul style="list-style-type: none"> ● In depth look at the legacy of Reconstruction, not just on the past, but on today as well, embedded throughout the unit. <p><u>End of Radical Reconstruction, Reversal of Progress in Civil Rights</u></p> <ul style="list-style-type: none"> ● Compromise of 1877 ● Return of the South to Democratic control ● Jim Crow Laws 	<ul style="list-style-type: none"> ● Red Summer (1919) <ul style="list-style-type: none"> ○ Rebirth of the KKK, lynching as terror ● Tulsa Riots ● New Negro Movement and the Great Migration <ul style="list-style-type: none"> ○ Harlem Renaissance ○ Jazz Era ● New urban black culture ● Different visions for early civil rights orgs <ul style="list-style-type: none"> ○ WEB DuBois (NAACP, 1909) ○ Marcus Garvey (UNIA, 1914) 	<ul style="list-style-type: none"> ● Japanese American Internment <ul style="list-style-type: none"> ○ <i>Korematsu (1944)</i> ○ <i>Ex Parte Endo (1944)</i> 	<ul style="list-style-type: none"> ○ MLK Assassination and Riots <p><u>Women's Rights in Modern Era</u></p> <ul style="list-style-type: none"> ● <i>Roe v. Wade (1973)</i> ● Feminism (Third Wave) ● ERA <ul style="list-style-type: none"> ○ Gloria Steinem vs. Phyllis Schlafly ○ Modern GOP, and Modern Democratic Party positions on women's rights <p><u>Environmental Justice</u></p> <ul style="list-style-type: none"> ● Nixon Administration, EPA ● Conservation Movement ● Nuclear Power and the Three Mile Island Accident ● Exxon Valdez Oil Spill ● Clean Energy Movement
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This course aligns with WHS Goal 2020-21: To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

This course meets the requirements of State of Connecticut Public Act No. 19-12 An act concerning the inclusion of black and latino studies in the public school curriculum. “No later than January 1, 2020, the State Board of Education shall review and approve the black and Latino studies course pursuant to subsection (b) For the school year commencing July 1, 2022 a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve inclusive.

TITLE:THE AMERICAN TAPESTRY: A Study of Multiculturalism in the United States

PILOT DESCRIPTION: This one semester interdisciplinary pilot will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years. It will focus on contemporary issues facing African Americans, Black Americans and Latino Americans. Students will analyze American identities through multiple perspectives drawn from history, geography, sociology, psychology, art, music, and literature.

COURSE DESCRIPTION: This year-long course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years. It will focus on contemporary issues unique to African Americans, Black Americans, Latino Americans, Native Americans, Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI) In addition to the social, political, and economic implications of race and ethnicity this course will include an examination of gender, gender identity, and sexual orientation as a dominant influencer of identity in modern America. Students will analyze American identities through multiple perspectives drawn from history, geography, sociology, psychology, art, music, and literature.

Texts:

We are here to stay

General Resources:

Department of Ethnic Studies at UC Berkeley: Undergraduate Student Learning Outcomes
<https://ethnicstudies.berkeley.edu/programs/undergrad/student-learning-outcomes/>

LA Unified School District Ethnic Studies Syllabus

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Ethnic%20Studies%20Survey%20Course%20.pdf>
American Civil Liberties Union of CT, <https://www.acluct.org/>

QUARTER 1

	Essential Objectives	Content Objectives	Skill Objectives	Resources
<p>Identity Weeks 1-2</p>	<ul style="list-style-type: none"> Students will understand that "identity" is defined in many ways. Students will understand that identity formation is a lifelong process, which is influenced by internal factors (psychology, biology, emotion) and external factors (politics, history, economics). 	<p>Theories of Identity</p> <ul style="list-style-type: none"> James Marcia (psychological) Erik Erikson (psychological) Henri Tajfel (social psychological) Sheldon Stryker (sociological) <p>Categories of Identity</p> <ul style="list-style-type: none"> Geography <ul style="list-style-type: none"> National State Local Community Race and Ethnicity Gender Age Sexual Identity and Sexual Orientation Immigration Status 	<ul style="list-style-type: none"> Students will examine the process of identity formation (individual, and community). Students will apply theories of identity formation to themselves. Compare and contrast how they perceive themselves, and how society perceives them. Students will evaluate the relative advantages and disadvantages of using labels to conceive of oneself. 	<p>James Marcia – Theory of Identity Development https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)/15%3A_Adolescence_-_Social_Emotional_Development/15.02%3A_James_Marcia_Theory_of_Identity_Development</p> <p>Erikson's 8 Stages of Psychosocial Development https://courses.lumenlearning.com/teachereducationx92x1/chapter/eriksons-stages-of-psychosocial-development/</p> <p>The Social Identity Theory of Intergroup Behavior https://student.cc.uoc.gr/uploadFiles/%CE%92310/Tajfel%20&%20Turner%2086_SIT_xs.pdf</p> <p>The Development of Identity Theory</p>

<p>Native American Identity Weeks 3-4</p>	<ul style="list-style-type: none"> Students will understand that distribution of Native American populations in modern America are largely the result of historical conflicts with the US government. Students will understand that Native American identity is paradoxical <ul style="list-style-type: none"> first peoples of North America least included groups in US history Students will understand that Native American peoples are still fighting for social, political, and economic equality in modern America. 			<p>http://csp-lab11.ucr.edu/Papers/14b.pdf</p>
<p>African American Identity Weeks 5-6</p>	<ul style="list-style-type: none"> Students will understand that perceptions of African Americans are heavily influenced by art, literature, music, and media. Students will understand that "the African American community" is not monolithic; that it has 			<p>Index of Native American Nations on the Internet http://www.hanksville.org/NAresources/indices/ANations.html</p> <p>American Indian Library Association: Academic Library Resources https://ailanet.org/academic-library-resources/</p> <p>Indian Law Resource Center https://indianlaw.org/issues</p> <p>Indian Health Service: Disparities https://www.ihs.gov/newsroom/factsheets/disparities/</p> <p>NBC News: American culture sees Blackness as the damage it did to us, not the joy we take in ourselves https://www.nbcnews.com/think/opinion/american-culture-sees-blackness-damage-it-did-us-not-joy-ncna1235703</p>

<p>African American Identity (cont.) Weeks 7-8</p>	<p>a wide variety of social, political, and economic interests.</p> <ul style="list-style-type: none"> Students will understand that African American identities are continually evolving, and have changed significantly in the last 40 years. Students will understand that African Americans have a major role in the growth and development of the US social, political, and economic tapestry. 			<p>Black Lives Matter https://blacklivesmatter.com/</p> <p>Black Identity and America's Lingering Racism https://now.tufts.edu/articles/black-identity-and-america-s-lingering-racism</p> <p>National Association for the Advancement of the Colored People of CT https://www.ctnaacp.org/</p> <p>National Urban League https://nul.org/</p>
<p>Midterm Assured Experience Week 9</p>	<p>Does it make sense to push this to the last week, and make the final assured experience a 2-week long project?</p>			

QUARTER 2

	Essential Objectives	Content Objectives	Skill Objectives	Resources
<p>Latino American Identity Weeks 10-11</p>	<ul style="list-style-type: none"> Students will understand that “the Latino community” is not monolithic; that it has a wide variety of social, political, and economic needs. Students will understand that Latino identities are heavily influenced by US politics and law. 	<p>Geographic Study: Distribution of Latino Americans</p> <ul style="list-style-type: none"> South Florida New York/Tristate Area Texas, California, the Southwest Historical factors that led different Latin American groups to settle in various regions of the US Statistical majority (90%) of Latino Americans born in US vs. cultural perception that most Latino Americans immigrated <p>US Immigration Law</p> <ul style="list-style-type: none"> Legislation <ul style="list-style-type: none"> Immigration and Nationality Act (1952) Executive Orders <ul style="list-style-type: none"> Deferred Action for Childhood Arrivals (2012) Supreme Court Precedent <ul style="list-style-type: none"> <i>Plyler v. Doe</i> (1982) State and Local Responses <ul style="list-style-type: none"> Sanctuary City Laws in CT Dan Malloy “Guidance to Law Enforcement and School Districts Regarding Immigration Matters” (2017) Ned Lamont vs. ICE on State Pardons (2019) 		<p>Pew Research Center: Hispanic/Latino Identity https://www.pewresearch.org/topics/hispaniclatino-identity/</p> <p>NBC News: Young Latinos: Born in the U.S.A., carving their own identity https://www.nbcnews.com/news/latino/young-latinos-born-u-s-carving-their-own-identity-n908086</p> <p>National Hispanic Heritage Month: Exhibits and Collections https://hispanicheritage-month.gov/exhibits-and-collections/</p> <p>United Farm Workers https://ufw.org/</p> <p>National Association for Chicana and Chicano Studies https://www.naccs.org/naccs/Home.asp</p>
<p>Latino-American Identity (cont.) Weeks 12-13</p>	<ul style="list-style-type: none"> Students will understand that the prevalence of Latino groups of various national origins in different regions of the US is largely the result of 			

<p>Asian American, Native Hawaiian, and Pacific Islander Identity</p> <p>Weeks 14-15</p>	<p>immigration, and migration over time.</p> <ul style="list-style-type: none"> Students will understand that Latino Americans are rapidly growing, and will continue to have increasing influence on American culture in the next 50 years. 			
<p>Asian American, Native Hawaiian, and Pacific Islander Identity</p> <p>Weeks 14-15</p>	<ul style="list-style-type: none"> Students will understand that AANHPI Americans represent a wide range of national groups, each with various identities and interests. Students will understand that perceptions of AANHPI peoples are heavily influenced by stereotypes. Students will understand that AANHPI American communities have developed to engage in politic, and economic power structures. Students will understand that AANHPI Americans still face challenges in modern America. 	<p>Diverse Geographic, National Origins</p> <ul style="list-style-type: none"> East Asia (China, Japan, Korea) Southeast Asia (Indonesia, Malaysia) South Asia (India, Pakistan, Bangladesh) Southwest Asia (Middle East) Oceania 		<p>NBC News: Asian American and Pacific Islanders – An FAQ https://www.nbcnews.com/news/asian-america/asian-americans-pacific-islanders-faq-n998661</p> <p>Obama White House Archives: Critical Issues Facing Asian Americans and Pacific Islanders https://obamawhitehouse.archives.gov/administration/eop/aapi/data/criticalissues</p> <p>Substance Abuse and Mental Health Services Administration: AANHPI https://www.samhsa.gov/behavioral-health-equity/aanhpi</p> <p>National Science Foundation: The Challenges of Success</p>

				(Workshop Proceedings NOV 2003) https://www.nsf.gov/pubs/2005/nsf0551/nsf0551.pdf
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<p>LGBTQ and Gender Identity</p> <p>Weeks 16-17</p>	<ul style="list-style-type: none"> • Students will understand that concepts of gender, gender identity, and sexual orientation are relatively new, and labels are constantly evolving. • Students will understand that gender, gender identity, and sexual orientation have major influence on people's perception of themselves, as well as others' perceptions of them. • Students will understand that issues of gender, gender identity, and sexual orientation compound challenges related to race and ethnicity for people of color. 		<p>ACLU: LGBT Rights https://www.aclu.org/issues/lgbt-rights</p> <p>Human Rights Watch: LGBT Rights https://www.hrw.org/topic/lgbt-rights</p> <p>ACLU: Past LGBT Nondiscrimination and Anti-LGBT Bills Across the Country (2016) https://www.aclu.org/other/past-lgbt-nondiscrimination-and-anti-lgbt-bills-across-country-2016?redirect=map/non-discrimination-laws-state-state-information-map</p> <p>Rolling Stone: 4 LGBT Issues to Focus On Now That We Have Marriage Equality https://www.rollingstone.com/culture/culture-news/4-lgbt-issues-to-focus-on-now-that-we-have-marriage-equality-61241/</p>
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Final Assured
Experience

Week 18

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This document outlines the additions/changes to **major texts** done **at scale**. Teachers are also working with curricular partners to find more short stories and poetry by diverse writers and thinkers to support these units. We are committed to ensuring that all students can read texts as “mirrors” (where they can see themselves reflected in the characters and events) and “windows” (where they have an opportunity to view someone else’s experiences through characters and events).

These are texts we’ve committed to, so far, for this year. Any text **highlighted in green** is a text we are still hoping to purchase. Texts **highlighted in blue** were purchased from the BOE English book budget for 2020-2021.

The unit focus areas listed below communicate the **key reading skills** that are taught and enforced with each unit. These reading skills are then tied to both formative and summative writing assessments.

English 9	
<i>We Were Here</i> by Matt de la Pena (2009)	Unit focus: Identifying characterization and using evidence to support analysis Notes: Mexican American character engages in a search for self as he navigates his identity as a mixed race teenager in a world that seems to work against him; replaces <i>Gentlehands</i>
<i>Long Way Down</i> by Jason Reynolds (2017) (we have 25 copies from the pilot, but need 150 more)	Unit focus: Literary devices in poetry/verse novel: Effects and meaning Notes: A Black teenage boy must determine whether or not he will get revenge on the person responsible for killing his brother; book examines cycles of violence; <i>Romeo and Juliet</i> unit will be truncated

English 9 Honors	
<i>Buried Beneath the Baobab Tree</i> by Adaobi Tricia Nwaubani and Viviana Mazza (2018)	Unit focus: Language creates meaning; examination of how choices help communicate theme and key understandings Notes: Fiction, based on interviews of school girls kidnapped by Boko Haram in 2014; protagonist is a teenage girl kidnapped and enslaved; addition to the curriculum by using time allotted for summer reading
Literature Circles: <i>The 57 Bus</i> , <i>Wilder Girls</i> (we have some of these books from the pilot, but need to scale the numbers) <i>Stamped: Racism, Antiracism, and You</i> (we do not own this book, but were hoping to secure a grant to help purchase)	<i>The 57 Bus</i> : A white, genderqueer teenager is the victim of what is labeled as a hate crime done by a Black teenage boy; examines the justice system and non-conformity in mainstream culture; based on actual events in Oakland, California in 2013 <i>Stamped: Racism, Antiracism, and You</i> : An examination of what it means to be antiracist and ideas on ways we can dismantle systemic racism. This version of the book is geared towards teenagers.

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	<p><i>Wilder Girls</i>: Set in a dystopian, disease-infested world, the two female protagonists discover their own strength and love for each other as they work together to survive.</p> <p>Unit focus: Language creates meaning; examination of how choices help communicate theme and key understandings</p> <p>Notes: This unit was planned in fall 2019 for spring 2020 implementation and then delayed because of the pandemic. We are hoping to secure a grant for the purchase of these texts. We originally planned to borrow some titles from the CT State Library, but unsure if we still can due to Covid restrictions.</p>
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English 10	
<i>Purple Hibiscus</i> by Chimamanda Adichie (2003)	<p>Unit focus: Character and contrasts; using details from the text to show characters' motivation and its relationship to conflict</p> <p>Notes: Used as a companion piece to <i>To Kill a Mockingbird</i>; this novel describes a sheltered teenage girl's coming-of-age against the backdrop of a military coup in post-colonial Nigeria.</p>
<i>Speak: The Graphic Novel</i> by Laurie Halse Anderson and Emily Carroll (illustrator) (2018)(We have about 70 books from the pilot, but need more if all students will read it at the same time)	<p>Unit focus: Introduction to visual literacy through a graphic novel; students will focus on character development through both language and visual choices</p> <p>Notes: Female protagonist is sexually assaulted at a party, but will not go to the police. Finally speaks by the end in a powerful, cathartic raising of her voice. Replacing <i>Twelfth Night</i>.</p>

English 10 Honors	
<i>What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City</i> by Mona Hanna-Attisha (2018)	<p>Unit focus: Examining the use of evidence in nonfiction, bias of the writer, and how many of the elements of fiction carry over into literary non-fiction.</p> <p>Notes: An Iraqi American doctor delves into all of the issues--social, medical, political--into the Flint Water Crisis (replacing John Krakauer's <i>Into the Wild</i>) and the disproportionate effects on ethnic minority communities.</p>
Poetry and short stories by writers from diverse backgrounds, as well as excerpts from: <i>Purple Hibiscus</i> by Chimamanda Adichie (see info listed under English 10)	<p>Unit focus: In this unit, students will examine the following issues through critical lenses:</p> <ul style="list-style-type: none"> ● Race, race relations, interpersonal racism, and institutionalized/systemic racism ● The role of tradition and culture in the formation of identity and/or progression of society

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<p>Persepolis by Marjane Strapoli (see info listed under English 12) <i>Black Boy</i> by Richard Wright</p>	<ul style="list-style-type: none">• The struggle of individuals to formulate a cohesive identity within a culture and/or society• How the concepts of identity, culture, and society relate to, shape, challenge, and contribute to one another• The relative power that we, as individuals and as members of society, have in shaping these forces
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American Literature (grade 11)	
<p><i>Kindred</i> by Octavia Butler (1979)</p>	<p>Unit focus: Examining how the structure of a text communicates key ideas about character development through intentional contrast</p> <p>Notes: A modern Black woman is repeatedly drawn back into the times of slavery to explore not only the time period, but the impact that relationships have on one's identity; paired with excerpts from <i>The Narrative of Frederick Douglass</i>; replaces <i>Huckleberry Finn</i></p>
<p>Literature Circle (potential titles): <i>We Are Here to Stay</i>, <i>I Am Not Your Perfect Mexican Daughter</i>, <i>American Born Chinese</i></p>	<p>All authors (many are immigrants or the children of immigrants) communicate something significant about the immigrant experience in the United States. Books concern the real experience of immigrants from Mexico, Central America, and South American (<i>We Are Here to Stay</i>), a daughter of Mexican immigrants trying to break from expectations to forge her own path in the USA (<i>I Am Not Your Perfect Mexican Daughter</i>), three children of Chinese immigrants who find a way to honor their culture while also being a part of American life (<i>American Born Chinese</i>).</p> <p>Unit focus: Students will explore how characters communicate the complexity of a situation through an examination of author's craft</p> <p>Notes: This unit was planned in fall 2019 and then delayed because of the pandemic. We are hoping to secure a grant for the purchase of these texts.</p>

AP English Language (grade 11)	
<p><i>Their Eyes Were Watching God</i> by Zora Neal Hurston</p>	<p>Unit focus: Examines how language, character, and setting combine to communicate a specific purpose</p> <p>Notes: Details the life of a fiercely independent African American woman in the time of Emancipation. Although the story is fiction, the setting is all based on true situations; replaces <i>Huckleberry Finn</i></p>

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English 12	
<i>Persepolis</i> by Marjane Satrapi (2000)	<p>Unit Focus: Visual literacy through the study of a graphic novel; determining how the words and the graphics are used to communicate theme and character development</p> <p>Notes: Graphic novel, coming-of-age story beginning with the Iranian Revolution, issues of identity and culture, strong female protagonist</p>

Honors Humanities (grade 12)	
<p>Texts of world religions (digital copies)</p> <p><i>First Signs</i>, Genevieve Von Petzinger (digital copies)</p> <p>Collection of Creation Stories (includes stories from South African San indigenous group, Onondaga and Iriquois tribes, Kojiki Record of Ancient Things, Book of Genesis, ancient Greece, the Big Bang, etc.) (digital copies)</p>	<p><i>Unit focus:</i> Reading, thinking, and writing one's way safely, productively, and courageously through complex and difficult texts and conversations, as a valued member of an inclusive and open community.</p> <p>Analyzing intertextuality to identify and make use of the ways in which the human race is and has been culturally connected.</p> <p>Reading to evaluate societal and cultural relevance.</p> <p>Notes: In the wake of the global pandemic and the BLM movement, and as we head into a fall full of uncertainty, many people have arrived at a new consciousness. It is a consciousness of the world's interconnectivity, of the fragility of the human race and our shared planet, and of a critical need for systemic racial justice.</p>

AP English Literature (grade 12)	
<i>The God of Small Things</i> by Arundhati Roy (1997) (Already have about 20 copies from pilot; need about 40 more copies)	<p>Unit focus: Language choices and the effect of narrative structure; shifts in narrative communicate theme</p> <p>Notes: Acclaimed novel of characters dealing with their own family issues set against India's history and cultural dynamics; replaces <i>Brave New World</i></p>
<i>Homegoing</i> by Yaa Gyasi (2016)	<p>Unit Focus: Language choices communicate the narrator's perspective; finding thematic links through narratives</p> <p>Notes: Follows 8 generations of characters (beginning in 17th century Africa and ending in 20th century USA) and the legacy of slavery (including the repercussions for Black people in the American justice system); replaces <i>Death of a Salesman</i> and <i>Streetcar Named Desire</i></p>

Culturally Responsive Curriculum Scorecard



NYU | STEINHARDT

Metropolitan Center for Research on
Equity and the Transformation of Schools

About NYU Metro Center

The Metropolitan Center for Research on Equity and the Transformation of Schools (NYU Metro Center) promotes equity and opportunity in education through engaged sciences—research, program evaluation, policy analysis, and professional assistance to educational, governmental, and community agencies serving vulnerable communities and populations. NYU Metro Center is nationally and internationally renowned for its work on educational equity and school improvement, bringing together scholars, educators, and innovators from diverse backgrounds to collaborate on a range of projects to strengthen and improve access, opportunity, and educational quality across varied settings, but particularly in striving communities.

For nearly four decades, NYU Metro Center has been a partner and resource for schools and school districts throughout the U.S. and beyond, including Detroit, Denver, Houston, New York City, Pittsburgh, San Juan, Washington, D.C., and Wilmington. Its research and community engagement programs help prepare teachers, school leaders and staff, and parents to improve school culture and climate, reduce referrals to special education, and better support the unique needs of youth across a range of abilities and backgrounds. Its research initiatives inform the policy and intervention communities on how best to serve vulnerable populations in and beyond our school systems.

About EJ-ROC

The Education Justice Research and Organizing Collaborative (EJ-ROC) brings together researchers and community organizers to provide critical research, data, policy and strategic support for the education justice movement. EJ-ROC aims to democratize education data, research and policy; maximize the synergy between research and community organizing; magnify the voices of grassroots communities of color; and advance the capacity of organizing efforts to design solutions, make demands, and sustain policy wins.

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Purpose Of This Scorecard

NYU Metro Center designed this tool to help parents, teachers, students, and community members determine the extent to which their schools' English Language Arts curricula are (or are not) culturally responsive. We hope that this process will provoke thinking about how students should learn, what they should learn, and how curriculum can be transformed to engage students effectively. To create this tool, we drew upon a wide variety of existing resources, including multicultural rubrics, anti-bias rubrics, textbook rubrics, and rubrics aimed at creating cultural standards for educators, determining bias in children books and examining lesson plans (ADEED, 2012; Aguilar-Valdez, 2015; Grant & Sleeter, 2003; Lindsey et al, 2008; NCCRES, 2006; Rudman, 1984; World View, 2013). We supplemented those with additional questions to provide a more comprehensive tool (see Scorecard Development at bit.ly/CRCScorecard for full details).

What Is Culturally Responsive Education (CRE)?

Culturally responsive education (closely related to the terms “culturally relevant” and “culturally sustaining” education) refers to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' culture, identities, and contexts throughout educational systems. Gloria Ladson-Billings and Geneva Gay's scholarship is foundational to culturally responsive education. Some key principles of culturally responsive education (CRE) include (1) validating students' experiences and values, (2) disrupting power dynamics that privilege dominant groups, and (3) empowering students. NYU Metro Center's report [“Culturally Responsive Education: A Primer for Policy and Practice”](#) more fully details the origins, significance, and impact of CRE in schools.

Significance of CRE

Across the country, rigorous evaluations and studies have shown that culturally responsive curricula increase student academic engagement, attendance, grade point averages, graduation rates, civic engagement, positive racial self-images, and self-definition (Browman, 2011; Butler-Barnes, 2017; Cabrera, 2012; Carter, 2008; Dee & Penner 2016; Morell, 2013). CRE is essential for students of color, and also has a positive impact on White students and their ability to think critically (Laird, 2005). Not only does CRE impact students' academic experiences, but it can also have significant influence on racial attitudes and biases, and provide the cognitive tools needed to critique institutional racism (Garth-McCullough, 2008).

CRE and Curricula

When public schools talk about curriculum, they often mean the whole package of learning goals and standards; units and lessons that lay out what teachers teach each day and week; assignments, activities and projects given to students; and books, materials, videos, presentations, and readings used in the class. Some examples of curricula materials include textbooks and the accompanying teacher's manual, a notebook of handout a textbook or a book list with matching activities. Curriculum is a key component of culturally responsive teaching, as it is filled with stories, activities, assignments, and illustrations that influence how young people understand the world, and contribute to centering and normalizing people, cultures, and values. Curricula that only reflect the lives of dominant populations - for example, White people and culture, nuclear families, or able-bodied people - reinforce ideas that sideline students of color, linguistically diverse students, single parent/multi-generation/ LGBTQ+ led families, and students with disabilities.

While textbooks are largely static and not responsive to students in ways that teachers can be, textbooks can provide opportunities and resources for teachers to utilize culturally responsive practices. This tool provides a way for parents, teachers, students, and communities to assess the extent to which their curriculum provides these opportunities.

How To Use This Scorecard

We have designed this scorecard so that it can be customized to the context and conditions of your school district and campaign. Completing the entire document will give you the most comprehensive analysis of how culturally responsive your curriculum is. If you don't have the time or capacity to do that, you can complete an individual section and get a more limited evaluation. We designed this tool with K through eighth grade English Language Arts curricula in mind, but feel free to try it with other grades and subjects as well. If your school doesn't have a set curriculum, you can also use this tool to evaluate the diversity of the school or classroom library.

The Seven Steps To Complete Your Curriculum Scorecard

1 Get your child's/school's curriculum

Go to your teacher, principal, or district office, and ask to see your child's or school's English Language Arts curriculum. In many districts, there is a Parent Bill of Rights that gives parents the right to access their child's curriculum. If the school is using a commercial curriculum, ask for a copy or the name and publisher so you can look it up online. (If you need to purchase it, NYU Metro Center can help). If the school is using a home-made curriculum, ask for a copy, or at least a sample of a few months of lesson materials. If they refuse to give you the curriculum, take your request to a higher level in the district, or discuss with your team to decide next steps.

2 Select your curriculum evaluation team

The curriculum scorecard will work best if you have a team of at least 3 people with diverse identities (race, gender, age, sexuality, class, national origin) and roles (parent, student, teacher, administrator, community member) who work together to evaluate the curriculum. These people do not have to be education professionals or have prior experience with evaluation. The more people, the better!

3 Choose the grades, units, and lessons to analyze

Curricula can be thousands of pages, so you will need to select one or a few grades, units, and lessons to focus on (a sample of the larger curricula). The units you choose should not focus specifically on diversity and multiculturalism; they should be typical units. If you are able to cover more than one grade, select at least one lower and one upper grade.

4 Pull out keywords

Once you have your curriculum and the scorecard in hand, review the statements for the scorecard you will begin with (Representation, Social Justice or Teachers Materials). Make sure the team understands each statement, and refer to the Glossary and Explanations with any questions. Chart key words, ideas and qualities from the statements that you will be looking for as you read the curriculum. This will help ensure that as you read, you are focused on the information you'll need in order to effectively score.

5 Conduct the evaluation

The scorecard asks for your level of satisfaction with the curriculum on various measures. There is no right answer; this is just your opinion as someone who cares about culturally responsive education. As you answer each statement, use the *Scoring Guidelines* to help you decide your ratings.

6 Score the evaluation

Tally your score for each section of the scorecard. A curriculum may excel in one area and fall short in another, and it is important to record those differences. You should come out with one score for each of the following sections:

- + Character Tally
- + Author Tally
- + Representation
- + Social Justice
- + Teachers Materials

7 Discuss with your team

Discuss the process with your team: Did anything new come up? What was easy and what was hard? Did some items seem more important than others? This is also an opportunity to strategize about next steps: Do you think this evaluation provides an accurate picture of the curriculum? Does additional information need to be collected? Is there anyone you want to meet with to discuss the results?

8 Share the results

Let other people know how culturally responsive your curriculum is! Please share the results of your scorecard through this link: bit.ly/scorecardresults.

Explanation of Scorecard

Representation

The *Representation* section helps you determine the extent to which students in your school are reflected in their curriculum, and the extent to which they are being exposed to a group of diverse of authors, characters, identities, and cultures. Representation can sometimes be just a token gesture - putting non-White or female characters in the place of White male characters. This numerical representation coupled with deeper indicators of representation provides the first layer of CRE analysis.

Character And Author Tally

This section of the scorecard captures the representation of characters from specific cultures. Use the tally to count the symbolic representation of characters and authors by race, gender, and ability. Refer to this tally to help you determine your level of satisfaction in the Representation section of the scorecard we will use tally the types of people in each image by race, gender, and ability to assess for frequency of representation..

Diversity of Characters

This section looks at how diverse people and cultures are portrayed in the curriculum - specifically the extent to which people of different cultures, skin tones, abilities, etcetera are central to a story.

Accurate Portrayals

This section looks at the extent to which characters accurately reflect the histories and experiences of their cultures. Culturally responsive curriculum will position characters as multi-dimensional and portray characters in non-stereotypical ways.

Social Justice

The *Social Justice* section is divided into three categories, each of which contribute to understanding the opportunities that curricula provide for cultural responsiveness.

Decolonization, Power, & Privilege

This section focuses on understanding relationships among people, worldviews, resources, ideas, and power dynamics. Historically, public school curricula reflected Eurocentric ideas and culture, while the contributions and philosophies of other groups were excluded, minimized, misrepresented, or relegated to a small portion of the curricula. A culturally responsive curriculum centers sources of knowledge, experiences, and stories of diverse groups of people.

Centering Multiple Perspectives

Centering multiple perspectives means affirming, valuing, and sustaining the worldviews of historically underrepresented peoples as the central focus in educational materials or curricula.

Connect Learning to Real Life & Action

One of the most essential components of CRE is connecting or relating learning to students' real life experiences, communities, and cultures. Culturally responsive curricula should encourage students to connect to experiences beyond their own, examine their own perspective and privilege, and develop a critical consciousness about systems of oppression in order to take action against them.

Teacher's Materials

For this section, review all the teacher's materials for the curriculum you selected. This means that you may have more than one section to review – a Teacher's Manual for the curriculum overall as well as any teacher guidance within the individual units or lesson plans. Since many teachers do not receive training on culturally responsive teaching strategies, curricula should provide teachers with guidance on how to approach, enhance, and customize lessons for their student populations.

Scoring Guidelines

After reading the explanation for the scorecard provided in the previous section, please use the following categories to indicate how satisfied you are with the curriculum. If the statements on the scorecard are not clear to you, look in the Appendix for additional explanations.

Very Satisfied (+2)

If you are *very satisfied*, you should be able to provide an abundance of specific examples (stories, passages, illustrations, quotes, assignments, etc) from the curriculum to show how and why the statement is accurate. It is clear that the text was designed to be culturally responsive. Score this with two points.

Satisfied (+1)

If you are *satisfied*, you should be able to provide some evidence from the curriculum that the statement is accurate. The text may not have been designed to be culturally responsive, but elements of CRE are apparent in most of the text. Score this with one point.

Unclear (-1)

If you are *unclear*, it is not evident to you whether there is evidence from the curriculum that the statement is accurate. Score this with -1 points.

Not Satisfied (-2)

If you are *not satisfied*, you feel that there is little or no evidence in the curriculum that the statement is accurate. There is little or no evidence of cultural responsiveness. Score this with negative 2 points.

Culturally Responsive Curriculum Scorecard

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/ Pacific Islander				
Black/ African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
People with Disabilities				
Animals				

Total # of characters depicted : _____

Diversity of Authors Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/ Pacific Islander				
Black/ African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
Differently Abled				

Total # of authors: _____

Representation

Statements		Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
Diversity of Characters	1. The curriculum features visually diverse characters, and the characters of color do not all look alike.					
	2. There are references to different ethnic and cultural traditions, languages, religions, names and clothing.					
	3. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.					
	4. Diverse family structures (ie. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.					
	5. Characters with disabilities are represented.					
	6. Characters of color are main characters and not just sidekicks.					
	7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.					
Accurate Portrayals	8. Characters of color are not assumed to have low family wealth, low educational attainment and/or low income.					
	9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.					
	10. Social situations and problems are not seen as individual problems but are situated within a societal context.					
	11. Characters of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.					
	12. Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.					
	13. Diverse characters are rooted in their own cultures and are not ambiguous.					
Total						

Total Representation Score

Comments: Please write any observations about representation that are not captured by the questions.

Social Justice Orientation

Statements		Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
Decolonization/Power and Privilege	14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
	15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
	16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
	17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.					
Centering Multiple Perspectives	18. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.					
	19. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities.					
Connect Learning to Real Life & Action	20. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.					
	21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.					
Total						

Total Social Justice Score

Comments: Please write any observations about social justice that are not captured by the questions.

Teachers' Materials

Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).					
23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.					
24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.					
25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.					
26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.					
27. Guidance is provided on engaging students in culturally sensitive experiential learning activities.					
28. Guidance is provided on opportunities to engage students' families to enhance lessons.					
29. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.					
30. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.					
Total					

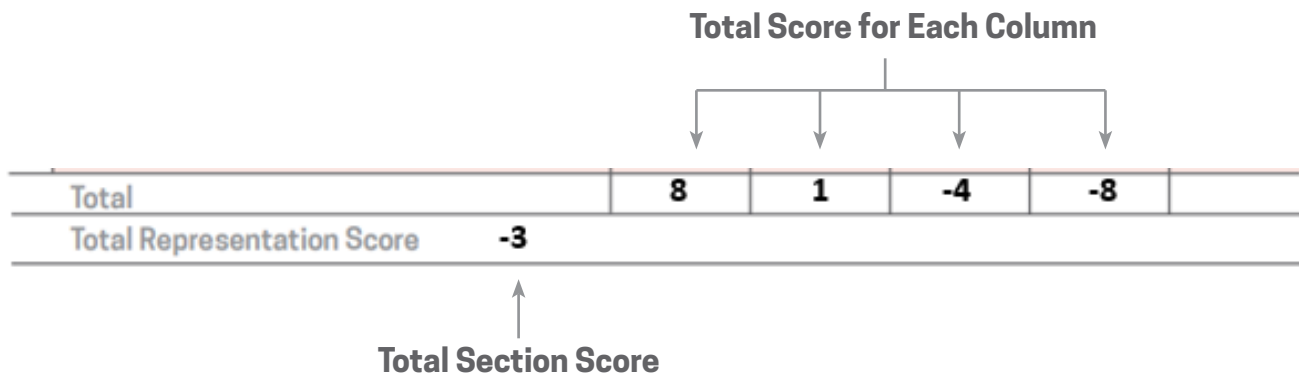
Total Teachers' Materials Score

Comments: Please write any observations about teacher's materials that are not captured by the questions.

Scorecard Calculations

There are two ways to understand the results of your team’s scorecard calculations: (1) interpret the total score for each section of the scorecard, and (2) interpret the distribution of scores within each section. These two approaches in combination will help you understand the extent to which your school’s curriculum is culturally responsive. If you are working with a team and used average scores for each statement, round each average score up or down to the nearest whole number. Add all the scores in each column in the “Total” row at the bottom of each section. Next, add all the total scores for each column to calculate a total section score. The following example shows calculations for the Representation section of the Scorecard. The total for the Very Satisfied column is 8, the total for the Satisfied column is 1, the total for the Unclear column is -4, and the total for the Not Satisfied column is -8. The total section score for Representation is -3 because $8 + 1 + -4 + -8 = -3$.

Example



Interpreting Total Scores for Each Section

Use the Total Section Score and the corresponding interpretation guide to determine how your curriculum measures up on a spectrum from Culturally Destructive to Culturally Responsive. In the example above, the Total Section Score for Representation is -3, which categorizes the curriculum’s Representation as Culturally Insufficient.

Interpreting the Distribution of Scores for Each Section

The distribution of scores refers to your pattern of satisfaction with each statement. The distribution of scores will help you evaluate the strengths and weaknesses of a curriculum within particular areas. For example, it is possible that you are Very Satisfied with Diversity of Characters (statements 1-7) in the Representation section, but Not Satisfied with character’s Accurate Portrayals (statements 8-13).

To interpret the distribution of your scores, first determine how consistent your level of satisfaction is for each section of the scorecard. Generally speaking, do you rank most of the statements as Very Satisfied or Satisfied? Do you rank most statements as Unclear? Do you rank most statements as Not Satisfied? Are there any statements that depart from the trend of how you rank most statements? If your level of satisfaction is not consistent, determine whether or not there is a pattern and note these differences by writing out the strengths of the curriculum (where you were satisfied) or the weaknesses of the curriculum (where the curriculum was unclear or where you were not satisfied). Interpreting the distribution of scores can help you develop targeted next steps for getting better curriculum or supplementing existing curriculum in the short term.

Interpreting Your Scores

Representation

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
-26 to -11	-10 to 0	1 to 11	12 to 19	20 to 26
The curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and the curriculum provides zero opportunities for teachers to engage cultural responsiveness. There is little to no diversity among curriculum contributors and illustrators.	The curriculum likely has culturally and racially ambiguous characters. Few characters and stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among curriculum contributors and illustrators.	The curriculum likely represents some groups in diverse and dynamic ways but not all. Some characters are portrayed in culturally and historically accurate ways, while others are still depicted as stereotypes. There is likely little diversity among curriculum contributors.	The curriculum likely captures a decent representation of diverse characters, who are generally portrayed in accurate and dynamic ways. There is likely some diversity among the curriculum contributors and illustrators.	The curriculum likely captures a wide representation of dynamic characters that are reflected in accurate and appropriate cultural and historical contexts. This curriculum was likely co-authored and illustrated by a diverse group of contributors.

Interpreting Your Scores

Social Justice

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
-16 to -7	-6 to 0	1 to 7	8 to 12	13 to 16
<p>The curriculum likely centers White or Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness.</p>	<p>The curriculum predominantly centers White or Eurocentric ideas and culture in most of its components. For the most part students are not encouraged to think critically, or take action to combat inequity. The curriculum provides weak connections to students' lived experiences. There is hardly any opportunity for teachers to engage cultural responsiveness.</p>	<p>The curriculum occasionally centers multiple perspectives. Some critical questions are posed to students. Non-dominant knowledge systems are acknowledged and mentioned a few times throughout the curriculum. There are a few opportunities for teachers to practice cultural responsiveness.</p>	<p>The curriculum likely centers people of color, marginalized populations, and multiple perspectives. The curriculum provides multiple opportunities for students to think critically. There are several opportunities for teachers to connect students' learning to real life issues and action.</p>	<p>The curriculum is likely humanizing, liberatory, and equity oriented. Instances of centering multiple perspectives are abundant throughout the curriculum. There are clear prompts, activities, and content that connect students' learning to real life issues and actions. There are many opportunities for teachers to engage cultural responsiveness.</p>

Interpreting Your Scores

Teachers' Materials

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
-18 to -8	-7 to -1	0 to 6	7 to 12	13 to 18
<p>There is no guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials. Teachers are not encouraged to reflect on their worldviews or their practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness.</p>	<p>There is a little guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials, but it is mostly on a superficial or symbolic level. It is seen as additive, rather than central to the curriculum and teaching.</p>	<p>There is a little guidance on engaging diverse learners in meaningful culturally responsive ways. The teachers' materials provide guidance on at least one of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.</p>	<p>There is a lot of guidance on engaging cultural responsiveness. Teachers are presented with activities to reflect on their worldviews and how they see and teach students. There is some guidance on several of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.</p>	<p>There is an abundance of guidance on engaging cultural responsiveness meaningfully throughout the teaching approach, homework, lesson plans, etc. Culturally responsive guidance is clearly marked and presented as essential to effective teaching. Teachers are encouraged to consistently check their own biases and reflect on their practice.</p>

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Appendix: Glossary and Explanations

Representation

Stereotypes

Characters are portrayed in one-dimensional, simplistic ways based on one aspect of their culture. For example, African American men are repeatedly portrayed playing basketball; Asian characters are portrayed as really good at math; Latinx characters are repeatedly portrayed wearing sombreros. While some of these foods and outfits may be part of the culture, they are not customs for every Latinx, Asian, or African American person.

Explanation of scorecard questions

If there is conflict in the storyline the characters of color are not mostly considered the problem. When conflicts arise people of color are not demonized and seen as a threat or the problem.

Social situations and problems are not seen as individual problems but situated within a societal context. This question is intended to identify if the text embeds the White American value/perspective of “pull yourself up by your bootstraps” and thus often portrays events as isolated and the responsibility of individuals, without accounting for systemic inequities such as poverty, war, unemployment, and discrimination.

Social Justice

Dominant Discourses:

Conversations guided by the beliefs and/or perceptions of those in power. (Ex. A dominant discourse in history is that Christopher Columbus “discovered” America; there is also dominant discourse about kneeling for the anthem as unpatriotic).

Deficit Perspectives:

Characterizing people, groups of people, or communities by perceived flaws or deficiencies, rather than by their strengths, talents and knowledge. (Ex. Some students don’t do well in school because the student’s community does not value education).

Microaggressions:

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to persons based solely upon their marginalized group membership. (Ex. Stating that someone is articulate for being an immigrant).

Status Quo:

The way things currently are (Ex. Despite living in one of the richest countries in the world, the large numbers of people who are food insecure or unemployed is the status quo; to raise the minimum wage to at least \$15 so that most people can afford food and rent would be disrupting the status quo).

People of Color:

A term used to capture a widely diverse group of people. (Ex. Latinx, Black/ African American, Asian American, Indigenous/Native, Middle Eastern, etc).

Patriarchal:

Systems, communities, or narratives that center male experiences, privilege, authority, perspectives, and power. (Ex. Most historical figures taught in school are men).

Marginalized:

Pushed to the sidelines, oppressed, deemed less significant. (Ex. When people organize protests they do not always consider the accessibility of events so that people with disabilities can also voice their concerns, experiences, or demands; therefore whether intentional or unintentional, people with disabilities are silenced and marginalized).

Connect Learning to Real Life & Action:

One of the most essential components of CRE is connecting or relating learning to students' real life experiences, communities, and cultures. Another essential component of CRE is that students develop a critical consciousness - the ability to perceive systems of oppression and take action against them and the status quo. These systems of oppression can take the form of social concerns such as homelessness and affordable housing; political concerns such as citizenship and voting rights; and environmental concerns such as logging rainforests for profit.

Teachers' Materials

Explanation of scorecard questions

Guidance is provided on teaching children of diverse identities in culturally responsive ways - including but not limited to English Language Learners. This question is intended to acknowledge the need for teachers materials to connect with and honor the unique cultural backgrounds of a wide range of students, rather than just trying to get them to meet standards.

Guidance is provided on being aware of biases and gaps between one's own culture and the culture of their students. For example, teacher guidance could pose questions that encourage teachers to reflect on their own cultural upbringing, examine the assumptions and judgments they may make about other cultures, and pursue information and understanding of their students' cultures.

Guidance is provided on engaging students in culturally sensitive experiential learning activities. Experiential learning - also referred to as "hands-on learning" - is learning by *doing*, and then reflecting on it, rather than passively absorbing information. This could include organizing or taking leadership in a community event, devising a solution to a real community problem, building a physical structure, creating a resource for use by the community, and countless other projects. Teacher guidance should include encouragement and opportunities for this type of learning.

Guidance includes, for specific lessons, a range of possible student responses that could all be valid. Culturally responsive teaching means that teachers value different ways of being, as well as different ways of knowing. Students from diverse cultures and backgrounds bring perspectives and experiences that enrich the classroom -- but not if the curriculum focuses on getting students to produce the one "right" answer. Teacher guidance should point out where student responses and perspectives may vary.

Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population. Culturally responsive teaching must be continuously *responsive* to who is in the classroom and what they care about, as well as to the neighborhood, current events, media, and youth culture. Teacher guidance should point out where lessons offer opportunities to connect with these influences on students' minds and lives.

October 14, 2020
WMS English Language Arts

This document outlines the **major texts** done **at scale**. Teachers are also working with curricular partners to find more short stories and poetry by diverse writers and thinkers to support these units. We are committed to ensuring that all students can read texts as “mirrors” (where they can see themselves reflected in the characters and events) and “windows” (where they have an opportunity to view someone else’s experiences through characters and events).

These are texts we’ve committed to, so far, for this year. Texts **highlighted in blue** will be purchased from the BOE English book budget for 2020-2021.

The unit focus areas listed below communicate the **key reading skills** that are taught and enforced with each unit. These reading skills are then tied to both formative and summative writing assessments.

English 6	
<i>I Am Malala: The Girl Who Stood Up for Education and Was Shot</i> by Malala Yousafazi (2013), <i>Iqbal</i> by Francesco D’Adamo (2001), <i>A Long Walk to Water</i> by Linda Sue Park (2011) or <i>Lily and Dunkin</i> (2011) by Donna Gephart	Unit: Social Issues Book Club: Reading for Empathy and Advocacy Bend I Studying Characters’ Relationships Bend II Analyzing Group-Related Issues: Considering Power, Perspective, and Tone Bend III Bringing Your Life and Others’ Lives to Your Reading Notes: Plan is to swap out <i>Pay It Forward</i> with <i>A Long Walk to Water</i> or <i>Lily and Dunkin</i>

English 7	
<i>Bronx Masquerade</i> by Nikki Grimes (2002)	Unit: Poetry and Identity in Literature Through Language Study Notes: Students also examine poems from writers representing a variety of backgrounds and experiences; this unit has culminated with a field trip to see the Mayhem Poets perform (slam poetry)

English 8	
<i>A Land of Permanent Goodbyes</i> by Atia Abawi (2018)	Unit: Literary Analysis Through Close Reading and Annotation Notes: Students read a fictionalized account (written by a journalist whose family fled Afghanistan in the 1980s) about young adults escaping war-torn Syria. It gives students an opportunity to learn about the humans of the Syrian refugee crisis.

Inclusive Curriculum

October 14, 2020

Inclusive Curriculum

What content is being taught?

- Curriculum is welcoming to all students.
- Multicultural
- Reflects current state of society.
- Curriculum includes diversity of perspectives.
- Exposes students to different viewpoints, cultures and identities.

How curriculum is taught?

- Open and honest student discussions are facilitated and encouraged.
- Students may demonstrate learning in a variety of ways.
- Assessment focuses on improvement.

Summer 2020: K-5 English Language Arts

K-5 Language Arts CILs attended virtual workshop offered by TC: “Planning and Leading Culturally Responsive Read Alouds and Book Talks”

- Focus: text selection for read alouds and book talks that promote inclusivity, cultural relevance, and the development of cultural identity
- Focus: development of lessons that promote discussion of culturally relevant texts

46 Students entering grades 3-5 participated in Summer Book Clubs focused on cultural awareness and responsiveness:

- Grade 3: “The Other Side” by Jacqueline Woodson, and “If You Were a Kid During The Civil Rights Movement” by Gwendolyn Hooks
- Grade 4: “Make Way for Dyamonde Daniel” by Nikki Grimes
- Grade 5: “Clean Getaway” by Nic Stone

Summer 2020: 6-12 English Language Arts

- Over 60 students in grades 6-12 engaged in book clubs
 - *New Kid* and *One Crazy Summer* (WMS)
 - *The Hate U Give* and *We Are Here to Stay* (WHS)
 - The author of *We Are Here to Stay* visited one of the book club sessions
- 85 students engaged in creative writing workshops
- Professional Learning
 - ELA teachers in grades 6-12 read and discussed texts dedicated to inclusion and representation of marginalized voices for potential implementation in English units (and using the [CRC Scorecard](#))
 - Several WHS teachers attended the virtual Mosaic 2020 Conference

WHS School Wide Goal 2020-21: Healthy Learning Environment

To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, culture, ethnicity, sexual orientation, gender and other perceived differences.

9-12: English Language Arts

Goal: Refine and strengthen students' critical reading skills through analysis of texts that represent culturally diverse voices.

- Implement [multicultural and diverse texts](#) at scale by grade level
- Use [the CRC Scorecard](#)
- Explore opportunities for ELA Professional Learning (diversifying the “literary canon”)
- Survey students for feedback

9-12: Social Studies

Goal: Engage all students in the issues of discrimination, by connecting history with our current global society.

- Identify areas within curriculum where content aligns to issues of race, equity, and social justice.
- Work in curricular groups to build shared activities that address issues of bias, microaggressions, discrimination and their effect on our global society.
- Create a vertical and horizontal timeline by course and year where these tasks are implemented.

9-12: Social Studies

MODERN WORLD STUDIES/MODERN WORLD STUDIES-H (10 th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Theme: Conflicts Over Racist History: Global Challenge</u>	<u>Overarching Theme: The Great War, Peace, and New Identities</u>	<u>Overarching Theme: Genocide as a Stain on 20th Century History</u>	<u>Overarching Theme: The Future Not Guaranteed</u>
Imperialism Unit	World War I Case Studies in Diversity	World War II: The Holocaust	Modern Global Issues
Congo Free State Genocide	Interwar Period	The Holocaust Webquest	Our Globalized World Project
Legacies of Racism	WWI/Interwar Inquiry Project	Crimes of the Japanese Empire	
AMERICAN STUDIES (11 th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>Overarching Theme: Reconstruction and Race in America</u>	<u>Overarching Theme: Progressivism, Evolving Identities, Post-War Racial Tension</u>	<u>Overarching Theme: New Roles During World War II, Challenges and Opportunities</u>	<u>Overarching Theme: Modern American Civil Rights Issues</u>
Radical Reconstruction	Progressivism: Expansion of Rights	WWII Case Studies in Diversity	The Civil Rights Movement
End of Radical Reconstruction, Reversal of Progress in Civil Rights	World War I Case Studies in Diversity	Institutional Discrimination During World War II	Women’s Rights in Modern Era
	Racial Terror and New African American Identity		Environmental Justice

Samples of horizontal-vertical timelines in Social Studies. Teachers build on these timelines: 1) inventory content, 2) identify areas in which strong contemporary connections are being made, and 3) develop new shared experiences in gap areas.

WHS New Elective Offering

THE AMERICAN TAPESTRY: *A Study of Multiculturalism in the United States*

This course examines the concept of “identity,” with emphasis on ethnic and racial identity in America over the last 50 years.

This course meets the requirements of State of Connecticut Public Act No. 19-12, which states “...school year commencing July 1, 2022 a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve inclusive.”



WMS School Wide Goal: Healthy Learning Environment

School Goal #1: To create and sustain a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

6-8: English Language Arts / Social Studies

Strategy: Engage all students in the study of multicultural and diverse materials to encourage the continued development of their critical reading and thinking skills.

- Review and take inventory of current curriculum, identifying areas of perceived bias, institutional racism, gender identity, social and economic justice and of coverage and gaps in these areas.
- ELA: Implement the use of [multicultural and diverse texts](#) at scale by grade level to encourage critical reading skills.
- SS: Expand the use of multicultural primary source materials, and make connections between content and current events in order to encourage students' critical thinking on contemporary issues.

K-5 Language Arts and Social Studies Curriculum

*Texts used in read aloud and small group instruction/book clubs featuring diverse characters and backgrounds are embedded throughout all current units

<p>K:</p> <ul style="list-style-type: none"> ● Civics-Importance of rules and why it's important to work with others (SS) ● What makes a community <ul style="list-style-type: none"> ○ home, school, town ● Responsive Classroom tenants and Emotional Intelligence program ● Community Service Project (SS) 	<p>Grade 1:</p> <ul style="list-style-type: none"> ● Civics- what makes a community successful ● Roles and responsibilities of all community members ● Culture Quilt project-family heritage, identity and learning about others ● Community Roles and why it is important to participate in the communities we belong to (SS) ● Community Service Project (SS) 	<p>Grade 2:</p> <ul style="list-style-type: none"> ● What is government (at the local level) ● How do individuals and groups make a difference by sharing with others ● Integrated biography unit (ELA and SS) to explore what it means to make a difference in society ● How do American ideals of liberty, freedom, justice, and equality influence how and why people make a difference in society (Bio unit) ● Community Service Project (SS)
<p>Grade 3:</p> <ul style="list-style-type: none"> ● World cultures and ethnicity (LA) ● Native peoples of Connecticut (SS) ● Personal and family heritage, background, identity ● Role of local government 	<p>Grade 4:</p> <ul style="list-style-type: none"> ● Native peoples of the United States: history, culture, discrimination and persecution (LA, SS) ● Laws enacted regarding native peoples and their territory (LA, SS) ● History of native peoples of Connecticut and their interactions/conflicts with European settlers (SS) 	<p>Grade 5:</p> <ul style="list-style-type: none"> ● Rights and responsibilities of the American people ● Civil liberties and citizenship ● How laws of the early US both helped and hindered different groups (native people, people of color, women) ● Study of movements for equality: Civil Rights, Women's Suffrage, Equity in Education

K-5 Language Arts and Social Studies: Next Steps

- Evaluate our existing resources and curriculum through the lenses of Culturally Relevant Pedagogy:
 - High expectations
 - Cultural competence: all kids have unique ways of knowing based on cultural backgrounds and identities
 - Critical consciousness: helping students understand inequitable policies and practices, and how to disrupt them
- Provide professional learning opportunities to staff on tenets of Culturally Relevant Pedagogy
- Curate additional texts for read aloud, independent reading, and book clubs/small groups that are culturally relevant and age-appropriate
- Design instructional practices to embed throughout our existing curriculum that enhance and forward these principles of cultural relevance and inclusivity

Next Steps

- Professional Learning - Within district and school goals, formalize plans to support staff with professional learning opportunities.
- Partnerships - Explore possible partnership with philanthropy groups to support district and school goals.
- Board Task Force - WPS Board is planning to establish a Task Force to focus work in three critical areas: Curriculum & Instruction, Diversity of Personnel, and Policies for responding to incidents.