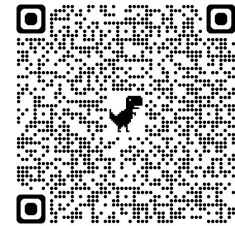


EEAPC Black Studies Curriculum for NYCPS

Stakeholder Engagement
2024-2025

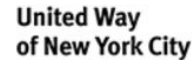


[Opening Music](#)



Educational Equity Action Plan (EEAP) Coalition

The Education Equity Action Plan Coalition seeks to create an empowering educational environment for all students, starting with integrating Black Studies into the existing Pre-K through 12 curriculum in New York City Public Schools. This is a groundbreaking initiative committed to ensuring the voices, experiences, and legacies of Black students are reflected and celebrated in the public school curriculum for the benefit of every student and improvement of the overall educational system. The landmark \$10 million Black Studies program will also provide ongoing professional development for teachers and additional services for students, parents, and the community. (www.eeapcoalition.org)

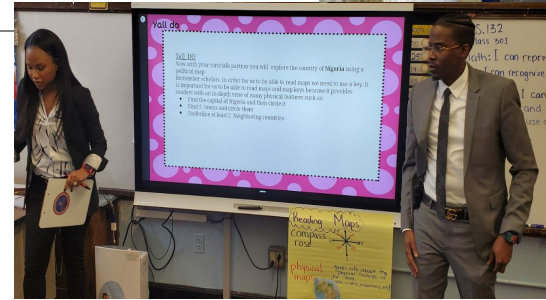
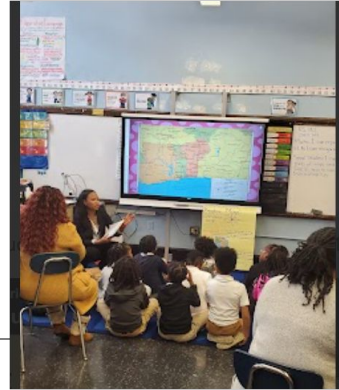
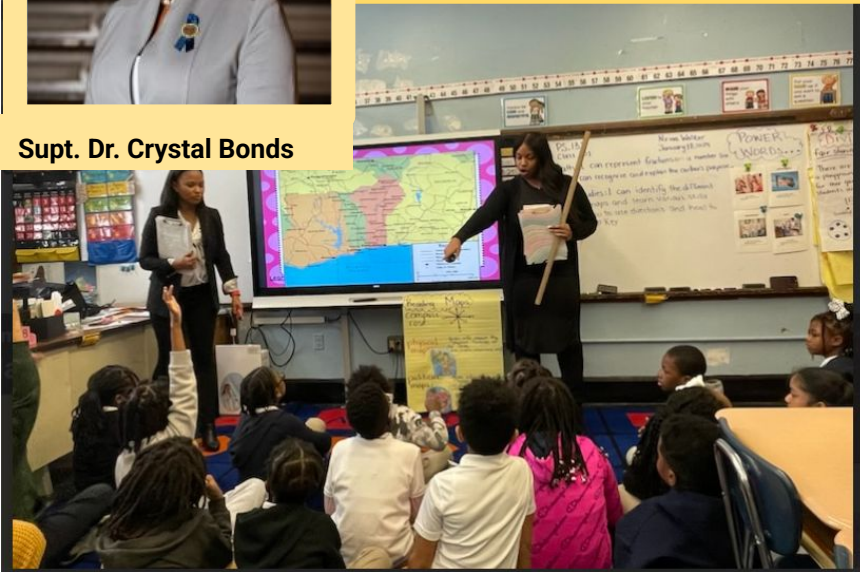


TEACHERS COLLEGE COLUMBIA UNIVERSITY

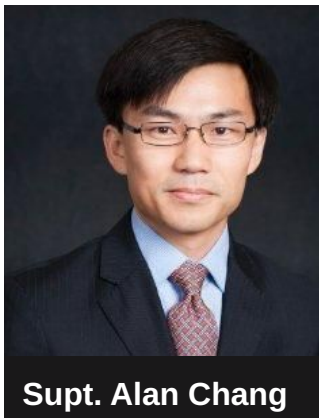


P.S. 132 District 29

Supt. Dr. Crystal Bonds



Grade 3-Ms. Williams



Supt. Alan Chang

EXPEDITIONARY LEARNING	African American Studies - Ms. Dreckett-Richards	March 2024
CC Standard	CCSS.ELA-LITERACY.RH.11-12.1 CCSS.ELA-LITERACY.RH.11-12.9	
LT: I can explore the evolution of the Black Community in America.	Essential Question: Why is the study of African American History controversial?	Student Action
Do Now	Historically African Americans were always: Maids, Butlers, Drivers, Custodian, Blue Color Workers Why were African Americans set to play these Roles in Hollywood? and why? Turn & Talk - Share Out (2 minutes)	Graphic Organizer Assignment- Quick Write (5 minutes)
Mini Lesson	<ul style="list-style-type: none"> Powerpoint Presentation - They Paved the Way 	Students will take notes on Graphic Organizer
Guided Practice	<ul style="list-style-type: none"> Based on the Powerpoint and Youtube Video: Why Does Hollywood Like Black Servants So Much? 	Students will work in heterogeneous groups to complete graphic organizer - See Think Wonder (Making Thinking Visible Activity)
Assessment	Exit Ticket: What was the message in African American Sitcoms after the 1970s? Why?	Turn & Talk Students Share Out their Wonders Have partners volunteer to share what they heard during the Turn & Talk with the class.
Unit Assessment	<p>Today we began our discussion about, "...Representation Matters". We discussed subliminal and explicit messages in older sitcoms (70s to 80s) and modern sitcoms (90's - current). We also touched on the topic of socially accepted colorism in Hollywood.</p> <p>In a (3) three-paragraph essay choose one African American Sitcom and discuss what message the director is trying to convey to the audience, Who is the audience? Why does the "message" matter?</p> <p>ESSAY MUST INCLUDE:</p> <ul style="list-style-type: none"> MLA format No More than (3) three paragraphs 4-6 sentences per paragraph CAPITALIZE where needed Double Space your document 12 point font (Cambria, Times New Roman, Garamond, Arial Narrow, Arial) 	Students will demonstrate essay formatting and research skills.
	<ul style="list-style-type: none"> Introduction - state your claim Body 1/Body 2- re-state your claim (must use at least 2 topics) Conclusion - SO, WHAT??? Work Cited 	
Different-tiation	<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> Students will be provided pre-marked copies to assist in organizational skills. Notes will be projected on the SMARTBoard to assist visual learners. Students will be working with their partner during shared work. Partners are based on formative assessments, summative assessments, and lexile scores. Provide students with disabilities highlighters to highlight key terms and salient information. Dictionaries will be available to assist students with identifying unknown words and spelling. Give a personal cue to begin work and make sure the appropriate books and materials are open to the correct pages 	Ensure Laptop, Paper, Pen, Folders are available

Student Work
Samples- in Draft

Consortium, Internationals, NYC Outward Bound Schools

Sitcoms have always been a popular genre of television. A traditional sitcom usually stars white actors, who play a white middle class successful family. These Sitcoms also had "diversity" by adding in black actors to play some type of servant or janitor. Only showing people of color at a lower position than white people. A different world changed it all. A different world showed us you can be young, gifted and black on screen and off. Many of these actors were big influences for people of color as they showed us it was possible to be black and successful.

A different world caught Hollywood's scene by a storm because it showed us you can be young, gifted and black on screen and off. This show was also a completely new dynamic one of the first if not the first predominantly black young cast. Also in 1996 there was a significant increase in enrolments at HBCU across the country. A different world also tackled social issues like race, colorism and date rape. This was a breath of fresh air for the black community, finally a show about Black students at a Black college, dealing with real issues."

Representation in shows is important but positive representation in african americans is required. When a young african american girl is watching tv and constantly seeing black women as maids and servants and white women as lawyers and teachers. That little girl is growing up thinking white women always have higher positions than black women do. This is just one example of how important representation in people of color is. A different world showed us you can be young gifted black on screen and off.

In conclusion, A Different World was a successful sitcom that positively and accurately represented the young black community at a time when African Americans were not being accurately represented.

Sources

<https://www.theroot.com/reflecting-on-the-cultural-impact-of-a-different-world-1849578988>

<https://www.essence.com/entertainment/a-different-world-impact/>



Supt. Kamar Samuels

District 3: BSC & The HistoryMakers



Black Studies Curriculum

6th Grade

Learning Objectives: Students will be able to:

- Understand people of African descent/Black people's experiences in the history of New York
- Explore how Black people fought for liberation through the arts
- Explore the significance of education and literacy
- Examine Black American migration to Harlem

Digital Archive Search Terms:
cakewalk, Clorindy, art/freedom/oppression/resistance, Nat Turner, literacy/education, Migration/Harlem, Harlem Renaissance

7th Grade

Learning Objectives: Students will be able to:

- Examine how the free Black press was created to promote agency through the expression of identity, building of community, and exercise of influence in antebellum America.
- Examine why literacy was considered a powerful weapon in the fight to end slavery in antebellum America.
- Analyze the ways in which enslaved, freed, and free Black people pursued education despite the risks and obstacles in antebellum America.
- Evaluate the importance of Black troops during the Civil War.
- Examine specific Black regiments during the Civil War to understand the role that Black troops had on the Civil War.

Digital Archive Search Terms:
Black Press, literacy, Freedom's Journal, Black newspapers, education, antebellum, Black troops/soldiers/Civil War, abolition, Fugitive Slave Act

8th Grade

Learning Objectives: Students will be able to:

- Analyze the effectiveness of methods used to disenfranchise African-Americans during post-Reconstruction America.
- Understand the history of policing in America and identify, analyze, and explain the difference between the terms: reform, defunding, and abolition to answer: Are Black communities policed differently than other communities in the US? In NYC? Should we reform, defund, or abolish policing in our communities?
- Identify and analyze how reparations were enacted for other racial/ethnic groups in the US.

Digital Archive Search Terms:
Disenfranchisement, reform, defunding, abolition, community policing, reparations

History Maker: Malcolm - general version

Source 1: The HistoryMakers

- Malcolm was apart of an underground fighting force
- Most people were very curious and it was dangerous
- He felt some pressure but not a lot

Source 2: Britannica.com

- Not only did Malcolm get into the situation and was part of the group, but he was also a leader
- It will be a surprise to hear that Malcolm was a leader

Who is this person? (Imagine introducing this person to your friend. What would you say?)

Malcolm X was a leader of the Black Muslims. He was a very strong and powerful man. He was a very important man in the Black community. He was a very important man in the Black community. He was a very important man in the Black community.

Setting of Story (Place, Time, etc.)

He was born on August 12, 1925, in the city of New York.

Describe Historical Events During Time Period

During the time period, there were many things going on. There were many things going on. There were many things going on.



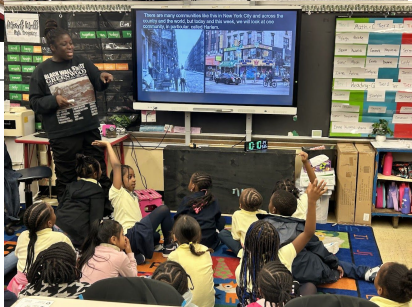
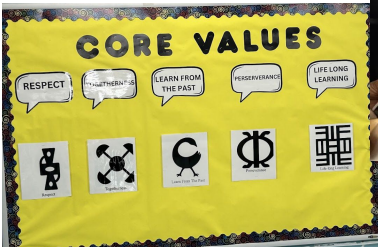
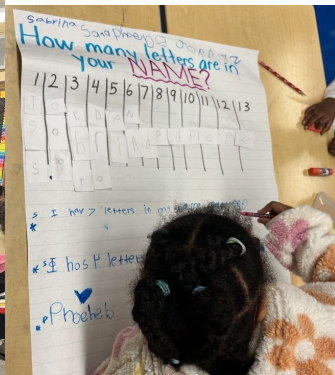
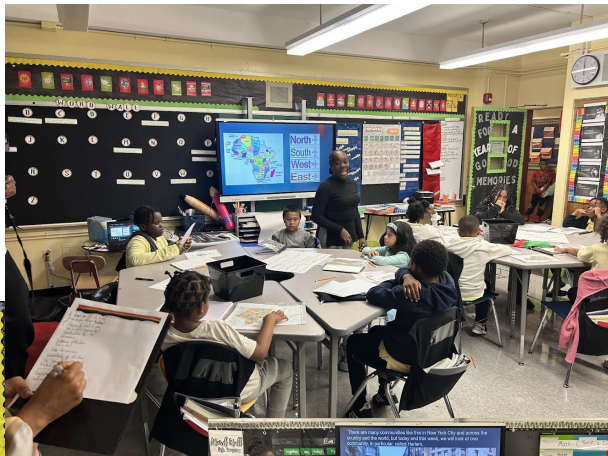
Observations	Analysis	Questions	Further Investigation	Write a brief history of the oral history on your own words.	What do you think is important about the person telling the story, and the process of recording it (accomplish)?	Do you think it's important to have this oral history?
What did you notice first? What words are written on the poster? What words are written on the poster?	What is the purpose of this oral history? What do you tell about the person being interviewed and the purpose of the interview? What do you think about the person being interviewed?	What do you wonder? What do you want to know, and how do you find that out? What do you want to know, and how do you find that out?	What do you want to know, and how do you find that out? What do you want to know, and how do you find that out?	He was going to school on buses out of his neighborhood to integrate other schools as well as other students. He struggled with racism, but did not mind for everyone to be more curious than racism.	What person telling the story, and the process of recording it (accomplish)?	I think it is important because through personal experience to have learned a lot about different historical figures.



Supt. Dr. Brendan Mims

District 16

BSC in Action! The BSC Transatlantic Think Tank





Keturah Hardy
MBSK Borough Lead

Queens South Black Excellence

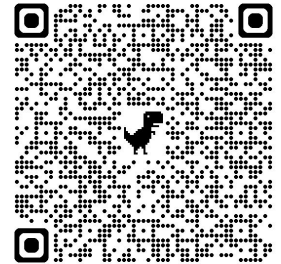
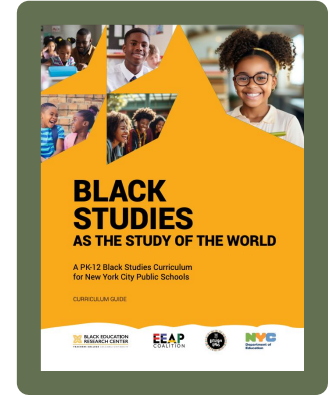
BSC in Action! Black Studies Curriculum Student Pop Up Museum



After
viewing
this
artifact,
Drop one
word or
phrase in
the chat!

Key Insights: EEAPC Black Studies Curriculum: *Talking Points*

1. **Improves Engagement:** When students see themselves represented in the Black Studies Curriculum, it makes learning more relevant and relatable, significantly enhancing their engagement in literacy and numeracy.
2. **Promotes Belonging:** The curriculum provides a holistic approach that not only supports academic growth but also fosters an inclusive learning environment for all students, ensuring diverse perspectives are valued and celebrated.
3. **Promoting Critical Thinking:** By encouraging critical thinking about social justice and equity, the Black Studies Curriculum equips students to analyze societal norms and engage meaningfully with contemporary issues, preparing them to be informed and active citizens.
4. **Community Involvement:** The curriculum promotes community involvement, inviting families to participate in discussions and activities that celebrate Black culture and history, reinforcing the importance of cultural heritage in education.



Entry Points:

- As schools set goals, develop key strategies, and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement
- CEP: The Comprehensive Educational Plan is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.
- The SLT, in collaboration with other instructional leaders, identifies key strategies, creates progressive action steps including professional learning and activities to support student, parent, family and community empowerment, and monitors the implementation of those strategies and activities.

EEAPC BSC Link—>



Community Member Next Steps:

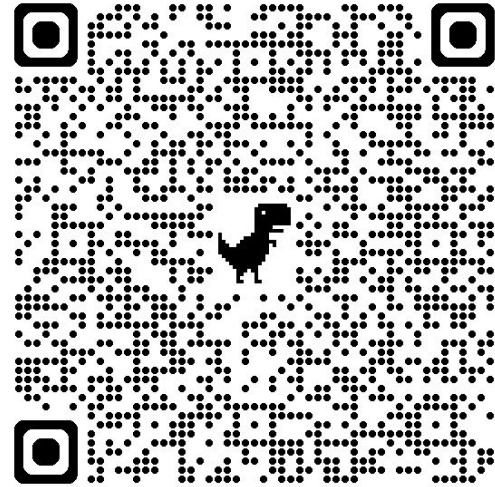
- Collaborate with **teachers and school leaders** to ensure the Black Studies Curriculum (BSC) is integrated into everyday learning across all subjects. **Ask:**
 - What homework is being assigned that supports or is aligned with the Black Studies Curriculum?
 - What books are being purchased in support of implementation of this curriculum
 - What trips are being planned that will extend the learning? What are the pre and post trip expectations for teachers and schools?
- Organize or **join a parent/community group** that advocates for the proper implementation and equitable access to the Black Studies Curriculum in our school community. **Ask:**
 - What parent activities are being planned to support collaboration and family engagement?
 - How are resources being provided? How can we influence selection of books and other materials to be more culturally reflective?
 - Specifically, what are the ways the district is supporting the implementation of the BSC?
 - Is this written into the school/district CEP?
 - What type of PL is the district/ school planning for educators surrounding the BSC?
 - How are local cultural institutions being leveraged in my school?
- **Engage at home** by discussing what they're learning in the Black Studies Curriculum and supplementing it with additional cultural resources and activities. **Ask:**
 - What books can I request from my local library or purchase?
 - Where can I take my child on holidays and weekends that will be engaging and align to the BSC in my neighborhood or around the city?
 - What movies, documentaries or tv shows should we watch together?

EEAPC BSC Link—>





- It is essential that all downloads of the curriculum materials be made individually, through the We Teach NYC to ensure that We Teach accurately records usage data by each teacher and stakeholder.
- This data is crucial for tracking the curriculum's impact, demonstrating its value, and supporting this initiative as well as future projects.
- Your cooperation in this will greatly contribute to the long-term success of these efforts.



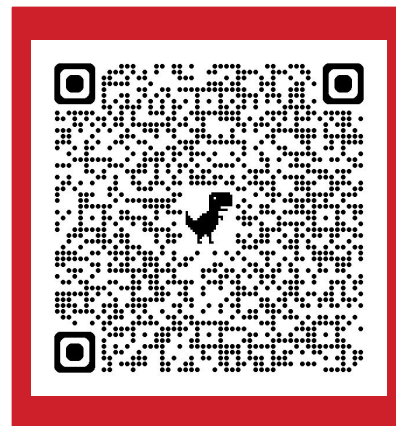
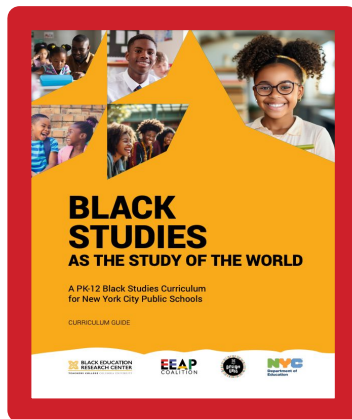
[EEAPC Black Studies Curriculum](https://www.weteachnyc.org/resources/resource/black-studies-as-the-study-of-the-world-a-pk-12-black-studies-curriculum-for-new-york-city-public-schools-full-curriculum-pk-12/)

<https://www.weteachnyc.org/resources/resource/black-studies-as-the-study-of-the-world-a-pk-12-black-studies-curriculum-for-new-york-city-public-schools-full-curriculum-pk-12/>

Q & A

EEAPC

Black Studies Curriculum for NYCPS



Thank You!

EEAPC

Black Studies Curriculum for NYCPS

