

Action Steps and Curriculum Guide: Addressing Systemic Racism at Joel Barlow High School

A committee of Joel Barlow High School (JBHS) alumni produced the following action steps to guide ER9 faculty, staff, and Board of Education members in their efforts to decolonize education with special focus on anti-racism. JBHS cannot remain silent. This proposal, backed by research, includes: overarching action items, specific curricula recommendations organized by subject, and additional resources for educators.

A note about this proposal: privilege, racism, and oppression exist. That is an undeniable fact. If you do not believe this, please complete [this reading](#) before engaging with this proposal. For edits, recommendations, or comments, please contact the Barlow Social Justice Group at Barlowsocialjustice@gmail.com

We are asking Joel Barlow High School to complete the following 10 action items (see below):

- 1.) Require mandatory, ongoing anti-racism and intersectionality training for all Faculty and Staff (including all paras, librarians, janitorial staff, nurses, etc.).
- 2.) Introduce a culturally responsive curriculum that decolonizes education
- 3.) Commit to transparent collection and release of equity data
- 4.) Take a zero-tolerance stance on racism, sexism, ableism, homophobia, xenophobia, etc.
- 5.) Adopt a mandatory 9th grade ethnic studies course students must pass to graduate
- 6.) Host workshops and assemblies that allow students to elevate their critical consciousness
- 7.) Implement a holistic hiring approach that promotes Diversity, Equity, and Inclusion among faculty, staff, and administrators.
- 8.) Offer counseling services specifically tailored to support people of color
- 9.) Remove police presence from campus and invest in community resources.
- 10.) Create a Social Justice Task Force to implement and build upon the suggestions included within this proposal.

Action Items Expanded (Details and Research):

1. **Require mandatory, ongoing anti-racism and intersectionality training for all Faculty and Staff (including all paras, librarians, janitorial staff, nurses, coaches etc.).**
 - a. White staff, especially, must **examine their own identities and implicit biases**, not just their beliefs on Black and Brownness.
 - b. Anti-racism and intersectionality trainings and professional development must be **ongoing** and **revisited regularly** to ensure anti-racist and intersectional practices are maintained by all faculty, staff, and administrators and contribute to an equitable school climate. **Listed are some professional development providers for hire:**
 - i. [Innovations in Equity and Systemic Change](#)
 - ii. [Courageous Conversations](#)
 - iii. [Center for Racial Justice in Education](#)
 - iv. DEEP

Significant research shows that implicit bias heavily influences student outcomes. Regression analysis on the Educational Longitudinal Study of 2002, which includes data on 16,200 high school sophomores, allowed Hua-Yu Sebastian Cherng to **link academic success to teachers' belief in students' capabilities**. The study concluded that many math teachers perceive their classes as too hard for Latino and Black students, which may be the result of negative stereotypes harbored in educators. As well, many English teachers perceive their classes as too difficult for all non-White students, including Black, Asian, and Latino students. These differences can be attributed to the fact that Asians and Latinos are seen as perpetually foreign (Cherng, 2017).

Teacher biases disproportionately funnel students of color into the School-To-Prison-Pipeline, which not only harms children and deprives them of their education, but also deprives schools and the greater community of those students' potential, talent, and ability to enact change. A study conducted by the Civil Rights Data Collection found that Black students are disproportionately suspended or expelled in comparison to their White and Asian counterparts. In this study Black students represented 18% of preschool enrollment, but 48% of out of school suspensions. In comparison, white students represented 43% of preschool enrollment but only 26% of out of school suspensions (CRDC). It must also be recognized that oppression is intersectional, meaning that age, gender, sexual orientation, and race often combine and oppress marginalized groups with greater complexity. For example, Black girls are disciplined more severely and from a younger age, at significantly higher rates than white students. Black girls are also more closely surveilled in schools, and therefore, more

likely to be funneled through the school-to-prison-pipeline (Morris, 2018). In this example two power structures, race and gender, combine to increase barriers to equity.

There exists a monumental need for faculty, staff, and administrators at Joel Barlow High School to examine their implicit bias, especially because most Barlow educators are White. **It is not enough to ask educators to examine their beliefs about Black and Brownness.** Rather, they must shape an authentic white identity because “embracing the negative aspects of Whiteness does not suffice as a cultural identity” (Howard, 23). White educators cannot simply be taught that they and their ancestors engage(d) in and/benefit(ted) from the oppression of people of color. Rather, to fully comprehend White culture, they must examine White culture’s ethnic routes. This prevents guilt and instead engages White teachers in a productive way to help dismantle systems of oppression and power. **Once White educators examine their own identities, they may bridge the gap between their students’ and colleagues’ identities.**

2. Introduce a culturally responsive curriculum that decolonizes education

- a. Course content must be analyzed and developed through a lens of equity to be culturally responsive
 - i. This tool [HERE](#) provides a helpful starting point when analyzing curricula.

Culturally responsive pedagogy centers students’ identities in education for collective empowerment. Culturally responsive education (CRE) rests on 3 criteria:

- 1.) Validating student experiences
- 2.) Develop critical consciousness in which students challenge the status quo of the current social order. Education should disrupt the power dynamics that privileged groups hold. **Students learn about their identities (race, language, culture, gender, disability) and its relationship to power.** Students learn about social identities and how they are sociopolitically different.
- 3.) Empowers students as a collective rather than individually. Students are change agents and owners of their education. They are critiquing oppression and building collective, active resistance. (Ladson-Billings, 1995)

Culturally sustainable education not only emphasizes systems of oppression, but also joy and contributions. Culturally responsive education benefits all students. Metropolitan Center for Research and Equity and the Transformation of Schools reports:

*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). (Bryan-Gooden)

Providing students with a culturally responsive education is a necessary step in ensuring an equitable and inclusive school climate. **CRE will actively prepare students to disrupt systems of power, which most JBHS community members benefit from and unknowingly perpetuate.** CRE is imperative at Joel Barlow High School, where 85% of students are white. Joel Barlow currently has a [diversity score](#) of 0.27, which is far below Connecticut's 0.64 state average. A diversity score measures the likelihood that two students selected at random will be members of different ethnic groups, where a score of closer to 1 suggests a more diverse environment. Joel Barlow's diversity score has remained relatively flat over five academic years.

Not only does this data highlight a need for culturally responsive education at Barlow, but it highlights the much larger issue of racial segregation in towns, and therefore schools, across Fairfield County. This is something the state must address on a much larger scale, but it is worth noting how Fairfield County's history of racial and economic segregation impacts ER9 student demographics.

3. Commit to transparent collection and release of equity data

- a. JBHS must begin collecting and analyzing data on the relationship between race and disciplinary measures (detentions, suspensions, and expulsions) and student achievement measures (academic tracking and attendance).
- b. This data must be published annually and made easily accessible to all members of the ER9 community, including but not limited to students, parents, faculty, staff, administrators, and Easton and Redding residents.

From research stated in action step one, implicit biases held by staff contributes to racist disciplinary outcomes. [On average](#), Black students in the United States are given harsher punishments in school disciplinary proceedings than White students. Therefore, it is imperative Joel Barlow analyzes its own data on this issue and **rectifies any discrepancies and disproportionate disciplinary outcomes.** It is also crucial that this data be released to the public so that the ER9 community can hold its educational institutions accountable.

Furthermore, **schools reinforce inequity by tracking students'** grades, test scores, and teacher recommendations. Schools often focus solely on individual merit and fail to acknowledge individual circumstances or privilege, which lead educators and other students to make inaccurate assumptions about minorities and low-income students. Indicators of achievement, such as standardized testing, are culturally biased and cater to White middle class students because of certain language usage and culturally-based questions (Oakes, P. 11).

Students who track as average or lower in academic achievement, foster negative self-esteem because they are regarded as unintelligent. Those students may lose interest in school and instead become involved in unfavorable behaviors rather than after school activities (Oakes, P. 8). **Joel Barlow must collect and release data on academic achievement measures as those measures relate to racial demographics to analyze and disrupt the harmful effects of tracking.** This will foster a sense of accountability.

4. Take a zero-tolerance stance on racism, sexism, ableism, homophobia, xenophobia, etc.

Joel Barlow High School enforces protocols regarding fire drills, lockdowns, medical emergencies, and severe weather events. Consciously and subconsciously expressed bias and bigotry is an emergency too. Actively enforced protocols must exist for biased behavior and language as well. This section outlines a **zero-tolerance stance with a restorative approach.**

- a. Set and strictly enforce firm language and behavioral expectations of Barlow community members to prevent hate, bigotry, and bias. Barlow will not find any of the following offences tolerable in any form. These offenses include, but are not limited to the following:
 - i. Use of racial slurs, racial epithets, biased and derogatory language (N-word, savage, retard, faggot, terrorist, chink, tranny, etc), overt racism, covert racism, microaggressions
 - ii. Expecting minority students to speak on behalf of all people who look, speak, worship, love, etc. like they do, asking minority students to take on the responsibility of educating other community members
 - iii. Physical or emotional harassment motivated consciously or subconsciously by ethnicity, gender, size, ability, perceived sexual orientation or gender identification.
- b. Maintain a zero-tolerance stance against hate, bigotry, and bias with a **focus on restorative rather than punitive practices. Denounce the act or language, complete an investigation, support targeted students, and**

focus on positively addressing and correcting inappropriate behavior or language rather than enforce punitive measures on the perpetrator.

- i. Promote healing. See [this guide](#) for more information.
- c. **Create an anonymous reporting system** where students may report concerns about teachers, students, policies, structures, school climate, etc.
 - i. Educators tasked with responding to this reporting system must take immediate and timely action .
- d. Expect faculty to report and confront physical or emotional harassment motivated by race, ethnicity, body size, physical ability, religion, sexual orientation, clothing, appearance or socioeconomic status.
- e. Clearly outline all these expectations in the school handbook and verbally address them at the start of each academic year and throughout the remainder of the academic year.

5. Adopt a mandatory 9th grade ethnic studies course students must pass to graduate.

- a. All 9th grade students must enroll in and pass an ethnic studies course to graduate. This course will benefit the entire Barlow community and serve students well beyond the walls of Joel Barlow High School. This course should be offered with no prerequisites.
- b. Build off of existing Ethnic Studies curricula to ensure prompt implementation and save on curriculum development costs. Please find examples listed below:
 - i. The San Francisco Unified School District ethnic studies course includes six units: Identity & Narrative, Systems & Power, Hegemony & Counter Hegemony, Humanization & Dehumanization, Casualty & Agency, Transformation & Change. The unit's lens is used to analyze different ethnicities and races including: African American, Native American, Hispanic, and Asian American. The suggested readings include: *Pedagogy of the Oppressed* by Paulo Freire, *The Revolt of the Cockroach People* by Oscar Zeta Acosta, *Between the World and Me* by Ta-Nehisi Coates, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander, and *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki (Ethnic Studies). [See the Glencoe High School syllabus \(adopted from the SFUSD Ethnic Studies\)](#).
 - ii. Los Angeles Unified School District standardized their own curriculum which would not require much modification. [See here](#).

- iii. See other examples of syllabi and approaches to Ethnic Studies [here](#) and [here](#)

Ethnic studies courses are grounded in the stories of people of color that are not represented in textbooks or a Eurocentric curriculum. Ethnic Studies curricula can include experiences of African Americans, Native Americans, Asian Americans, Latinx or Chicanos/as, or other marginalized peoples in the US. However, rather than simply provide narratives of people of color, **ethnic studies courses interrogate the power structure in the United States of America, acknowledge how race is woven into the fabric US-American society, and analyze the role race plays in shaping cultural and social forces in society.**

Ethnic studies courses are highly beneficial to minority students and can help combat the opportunity gap. Studies show that by eighth grade, Black and Hispanic students are two to three years behind on math and are twice as likely to drop out of school than their white counterparts (Dee & Penner, 2016, P. 2). However, when ninth grade students defined as “at risk” for dropping out took an introduction to ethnic studies course, they demonstrated increased academic performance. Those that had a GPA below 2.0 in eighth grade were labeled as “at risk” and were required to take the course. The study shows that **ninth grade attendance increased** by 21% and **GPA increased** by 1.4 points (Dee & Penner, 2016, P. 1). These significant improvements are largely the result of students of color finding education meaningful, relevant, and affirming to their identity.

Ethnic studies is a course for everybody, not just minorities. **Ethnic studies curricula disrupt the perpetuation of racial isolation** and promote inclusion and interaction across differences by increasing intercultural competency skills (Sleeter, 2011). Today, many white children believe white people are nation builders (no mention of perpetuating racism), African Americans are one-time fighters and victims, and Native Americans are victims of governmental policy. 80% of white children and their parents believe that Black Americans have equal rights in modern-day society. A majority of white parents do not discuss race with their children (Espstein, 2009). **The current curriculum provided to Barlow students does not accurately represent historical events and policies. This perpetuates White Supremacy and white-savior ideologies.**

Ethnic studies courses directly improve outcomes for all students by driving **higher engagement in democracy** through interracial interaction. These courses have a particularly **positive impact on white students** when they incorporate interracial interaction because they require students to consider different perspectives (Sleeter, 2011). For white students, the first diversity class is particularly challenging because of introduction to new material and perspectives (Sleeter, 2011). However, with support systems such as workshops, assemblies, culturally responsive education, and social justice

groups in place, students will have ample opportunity to elevate their critical consciousness.

6. Host workshops and assemblies that allow students to elevate their critical consciousness.

- a. Provide ongoing, student access to workshops, assemblies, and speakers that address topics including but not limited to: racism, systemic racism, whiteness, implicit bias, and microaggressions.
- b. Below are a list of time slots we believe are conducive to offering the above mentioned workshops, assemblies, and speakers:
 - i. Advisory period
 - ii. Block schedules (Black and Gold days)
 - iii. New Student Orientation
 - iv. Fall, Winter, and Spring pre-season sports meetings/ in-season team meetings

Brazilian educational theorist, Paulo Freire, popularized the term, “critical consciousness”. It signifies an understanding of the world and action against oppression. We aim for [praxis](#): reflection and action upon the world to transform it. **Continued workshops, assemblies, and speakers will allow a much deeper and richer understanding of intersectional and systemic oppression.**

7. Implement a holistic hiring approach that promotes Diversity, Equity, and Inclusion among faculty, staff, and administrators.

- a. JBHS must actively hire BIPOC (Black, Indigenous, People of Color) faculty, staff, and administrators.
 - i. BEFORE hiring teachers of color, ensure that the following supports are implemented to promote inclusion:
 1. White educators reflecting on their implicit biases and privilege
 2. Ongoing race conversations
 3. Demonstrated commitment to decolonizing the curriculum.
- b. Ensure that the interview process for the new ER9 superintendent does the following:
 - i. Actively seeks candidates well suited to address racial injustice in the ER9 School district, as demonstrated by prior commitment to diversity and inclusion in an educational setting, previous engagement in social justice solutions, demonstrated commitment to

- amplifying the voices, experiences, and histories of students and communities of color, and a detailed action plan that builds upon and incorporates this proposal into the Joel Barlow school curriculum.
- ii. Question candidates about their understanding and position on diversity, equity, and inclusion as a means to create inclusive learning spaces and increase diversity efforts.
 - c. Actively involve members of the community in the hiring processes. This includes but is not limited to: students, alumni, parents, faculty, staff, administrators, and community members.

A study conducted by Kristan E. Duncan, found that Black educators spend much time responding to the racism of their white colleagues. This study is especially important because it highlights the dynamic between educators of different racial backgrounds in school settings. Duncan cites that 18% of US educators are people of color. **Even when a student population consists predominantly of students of color, it has been shown that white educators still hold greater influence over school policy than Black educators.**

Duncan also highlights the fragile relationship between teachers of different racial backgrounds, which stems from the fact that many preservice teachers of color feel silenced by their white colleagues, especially when speaking about race in their education courses (Bristol, 2018). This research suggests that hiring people of color does not eliminate racism or racist systems and structures within educational institutions. To truly amplify the voices of people of color and create a culturally responsive curriculum and school climate, **Joel Barlow High School must successfully incorporate supportive structures of inclusion, before hiring staff of color.**

White educators must reflect on their privilege before teachers of color enter the space. There are barriers to being an educator of color. **It can often feel isolating, tiring, and frustrating being one of the only teachers of color. With supports in place beforehand, there will be a lower teacher-turnover rate from teachers of color.** For more information on barriers and retention of teachers of color, [see here](#).

Learning from teachers of color benefits all students. Teachers of color bring distinct knowledge, perspective, and experience to the job, which all students benefit from. Particularly, white students have positive perceptions of teachers of color and feel academically challenged (Carver-Thomas, 2018). Studies also show that learning from teachers of color improves the academic performance, specifically in math and reading test scores, as well as graduation rates, of students of color. Students of color who learn from teachers of color also show a lower likelihood of chronic absenteeism and unexcused absences (Carver-Thomas, 2018).

8. Offer counseling services specifically tailored to support people of color

- a. Hire additional staff to increase mental health resources, with specific focus on increasing adequate mental health personnel for students, faculty, and staff of color.
- b. Require regular, ongoing training for counseling staff to expand the breadth of their expertise to include topics and concerns including, but not limited to: decolonizing education, social emotional learning, culturally affirming social emotional learning that addresses student identities, heritage, and generational trauma.

15% of Joel Barlow’s student body identifies as people of color. It is our responsibility to prioritize services that **foster emotional support for these historically marginalized communities**. To take a more restorative approach, we must **decolonize social emotional learning (SEL)**. Communities for Just School Funds write:

*SEL conversations, practices, and curricula are too often **based on white, cisgender, patriarchal norms and values which further enact emotional and psychological violence onto Black, Brown, and LGBTQ+ youth of color, in particular**. The current narrative around SEL is that students must manage and regulate themselves and their emotions, conform and constrict their identities, and not express their fullest, most authentic selves.*

Social workers, guidance counselors, and those involved in counseling services must actively make their spaces inclusive by examining the origin of their social emotional practices.

9. Remove police presence from campus and invest in community resources.

- a. Remove all police from Joel Barlow High School
- b. Increase funding for mental health initiatives (hiring additional counseling staff, offering mental health workshops for students, faculty, and staff, etc.)
- c. Destigmatize mental health
 - i. Publish mental health resources in the student-handbook
 - ii. Continuously verbalize that JBHS offers mental health support throughout the year
 - iii. Normalize the culture of asking for help and support.

The United State’s current modern-day, public police force was founded on racism and is derived from “Slave Patrols,” whose jobs it was to “(1) to chase down, apprehend, and return to their owners, runaway slaves; (2) to provide a form of organized terror to deter

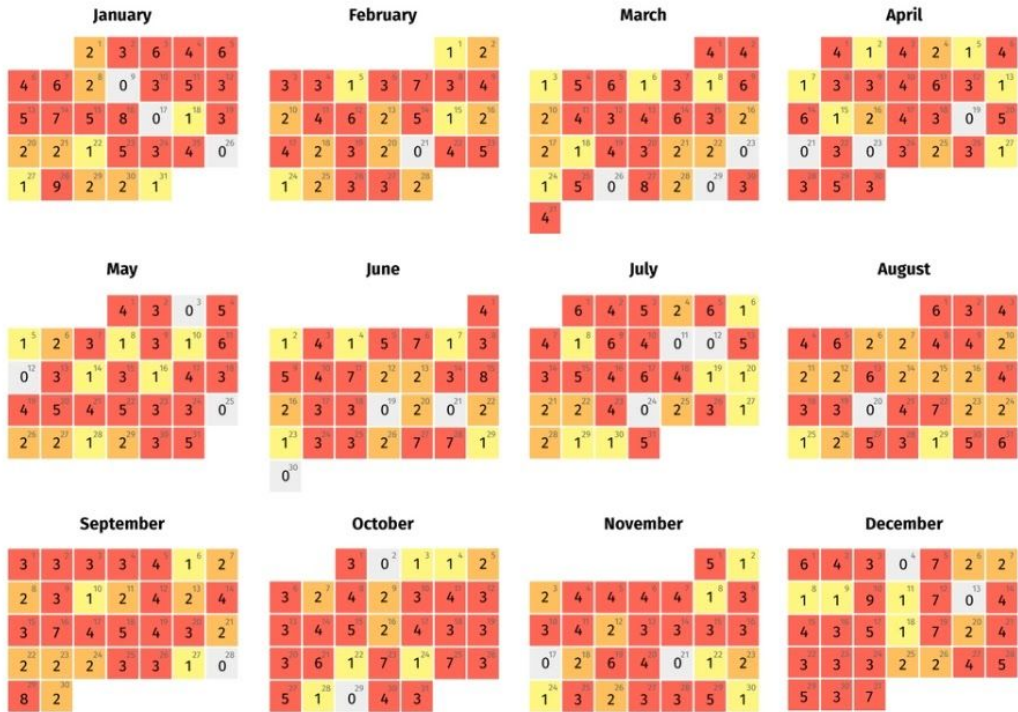
slave revolts; and, (3) to maintain a form of discipline for slave-workers who were subject to summary justice, outside the law.” (Potter). Our nation’s current law enforcement system was founded on racism and continues to uphold racist ideology by enforcing laws and policies rooted in racism.

It is not our intention to imply that all individual police officers are bad people. And we deeply respect the intention with which Easton and Redding police officers chose to pursue a line of work that is meant to protect and serve the public. However, police forces statistically do not protect people equally when the data is broken down by race. This is why many Americans who do not identify as white are particularly distrustful and skeptical of police.

The following graphics are provided by mappingpoliceviolence.org which maps out every incident in the United States in 2019 where police killed a civilian. In total, 1,099 people were killed by police in 2019. This data serves to highlight how communities of color are disproportionately impacted by fatal police encounters.

**Black people were 24% of those killed
despite being only 13% of the population.**

There were only 27 days in 2019 where police did not kill someone.

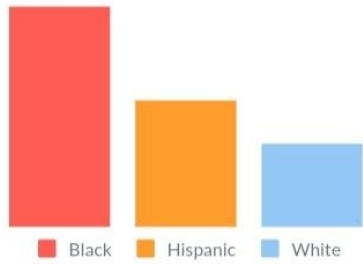


0 1 2 3+ killings by US police

Source: MappingPoliceViolence.org Last Updated: March 7, 2020

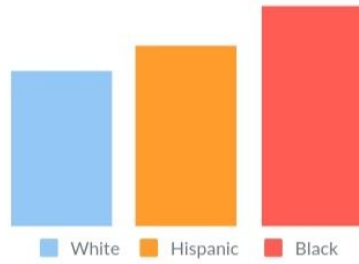
Black people are most likely to be killed by police

3X more likely to be killed by police than white people.



Police Killings per 1 million population

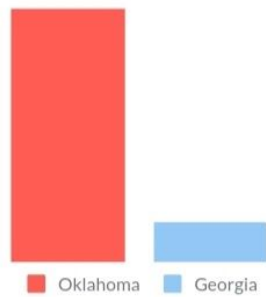
1.3X more likely to be **unarmed** compared to white people.



% Killed by Police Unarmed, 2013-19

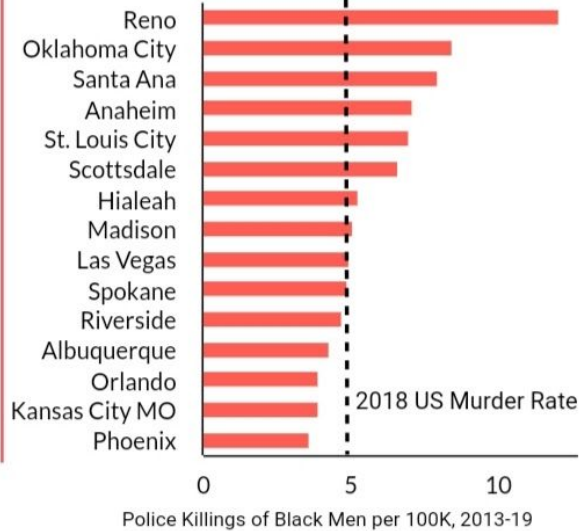
Where you live matters

6X more likely to be killed by police in Oklahoma than Georgia.



Police Killings of Black People per 1M

8 of the 100 largest city police departments kill black men at **higher rates** than the US murder rate.

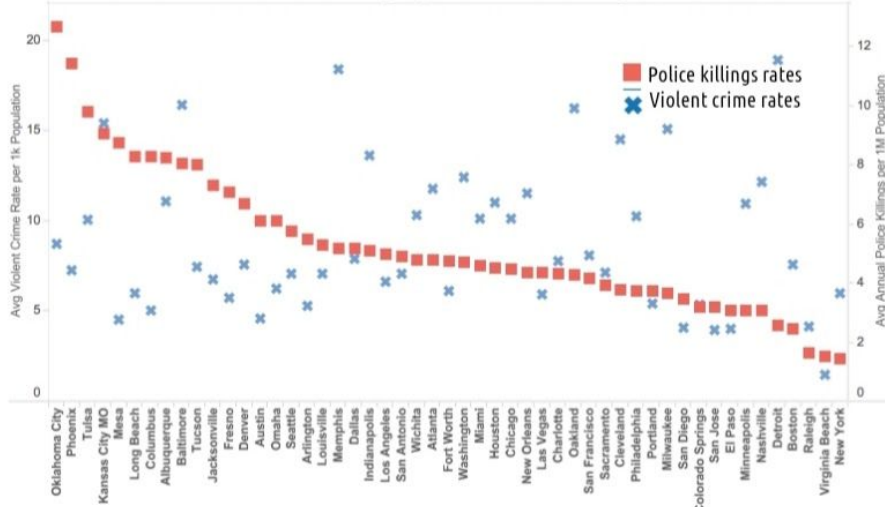


Police Killings of Black Men per 100K, 2013-19

It's not about crime

Levels of violent crime in US cities do not determine rates of police violence.

Violent crime rates and rates of killings by police in America's 50 largest cities, 2013-2018



There is no excuse for police violence

Buffalo, NY
 Population: 258,959
 Percent People of Color: 50%
 Violent Crime Rate: 12 per 1000

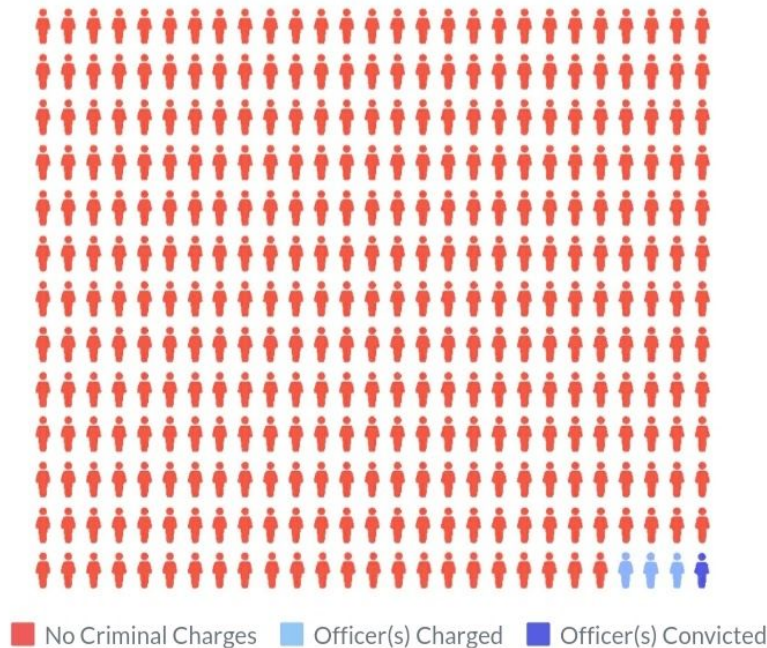
0 People killed by Buffalo police from 2013 - 2016

Orlando, FL
 Population: 255,483
 Percent People of Color: 42%
 Violent Crime Rate: 9 per 1000

13 People killed by Orlando police from 2013 - 2016

There is no accountability

99% of killings by police from 2013-2019 have not resulted in officers being charged with a crime.



We cannot continue to ignore the following:

1. All police officers swore to uphold all laws.
2. Some laws are unjust and rooted in racism.

Therefore all police officers have sworn to uphold unjust laws rooted in racism. From this information, we can deduce that because all police officers uphold unjust laws, rooted in racism, all police officers are part of the problem.

Increased police presence disproportionately funnels students of color into the school-to-prison-pipeline, as mentioned in action step number one. Research also shows that increased police presence and security equipment disproportionately harms students of color, queer, and disabled students. It is unacceptable to put these student populations at risk by maintaining a constant police presence at Joel Barlow during the school week.

For these reasons, and with the intent of protecting the safety and wellbeing of all students of color at Joel Barlow High School, we do not support continuous, all-day police presence at Joel Barlow High School, except in the case of an immediate emergency.

In taking this stance on police presence at Joel Barlow High School, we recognize that the ER9 School District was deeply impacted and in many ways traumatized by the devastating school shooting that took place at Sandy Hook Elementary School, just eleven miles away from Joel Barlow High School. Several changes were made in the days, weeks, months, and years following the tragedy at Sandy Hook, including the addition of school resources officers (SROs).

Nevertheless, resources must be allocated to address root causes, rather than “band aid” fixes. **Increasing and maintaining police presence at Joel Barlow High School does not guarantee the prevention of a school shooting. In fact, there is ample evidence to suggest that even when armed security personnel are present, school shootings still occur, and they still become deadly.**

For example, Scot Peterson, an armed security guard at Marjory Stoneman Douglas High School in Parkland, Florida was on campus when a mass shooting unfolded. He failed to intervene. 17 children and educators were murdered. 17 others were wounded. The entire community was traumatized. And our nation was devastated. Armed security did not deter the threat, nor did they eliminate the threat immediately after it became present.

Rather than increase security personnel, which has historically made students feel less safe, JBHS must invest in resources that contribute to community improvement and support. While there is no one, simple, and easy solution to school violence, specifically school shootings, and while we do not identify mental illness as the root cause of school shootings, we would like to see additional school resources allocated towards increasing the mental health resources available to students. You will find the details of our proposal above.

10. Create a Social Justice Task Force to implement and build upon the suggestions included within this proposal.

- a. Offer student praxis (reflection and action) groups specialize in tackling school climate, diversity, equity, inclusion, and disproportionality issues.
- b. Offer teacher praxis groups that specialize in decolonizing curricula, exploring and removing biases in exams and grading policies, revising the student-handbook, and diversifying staff.

These groups should be spaces of continuous reflection and implementation of solutions. Teachers and students may have separate or combined groups. The structure is fluid. However, there should be a group in general to begin tackling Joel Barlow High School climate.

Curriculum Guides by Subject

English

- ER9 literature curricula must prioritize and amplify voices, perspectives, and works authored by BIPOC. There are no books authored by BIPOC individuals listed as “key texts” in the 9th grade Humanities curriculum. One of nine key texts in English II is authored by a BIPOC writer. One of six texts in English III, one of 23 key texts in AP Language and Composition, and one of six key texts in English IV are authored by BIPOC. This is deeply problematic and does a disservice to all Barlow students.
- Students must be given the tools to discuss race and critically and thoughtfully engage with texts written by BIPOC. [Critical race theory](#) must be incorporated into the JBHS literature curriculum. Students must learn how racial discrimination and colonialist approaches influence power structures and the voices society perceives as worthy of literary merit.
- The current English curriculum (particularly ninth grade humanities) is centered around exploring how the development of many ideologies--religion, rhetoric--have influenced “Western Civilization” and “Western people”. This explicitly erases--and implicitly devalues--the work of non-Western writers and scholars. This must be changed: educators must actively prioritize non-Western theories of knowledge in their discussion of “human-ness”. In addition, in discussing the “Western Canon,” students must learn about the colonial and postcolonial life of the English literary canon from the nineteenth century to the present. Consider utilizing Yale Professor Priyasha Mukhopadhyay’s course [“The Canon in the Colony: Reading English Literature Abroad”](#) as a repository of possible resources. Students should be exposed to contemporary engagement with the concept of canonicity, such as Rita Dove’s [“Defending an Anthology”](#). Above all else, interaction with the “Western Canon” as such should be critical, situated in a historical context, and actively [decolonial](#). Anything other strategy is complicit in the erasure and delegitimization of BIPOC authors. Read Black poets! Read living poets!
- Barlow’s Children’s Literature course should incorporate discussions about biases in children’s literature, and the importance of representation in children’s books. [This article](#) is a good place to start.
- And, finally (and obviously), white students should never be allowed to speak the N-word while reading literature.

Social Studies

Current Social Studies Course Offerings (excluding AP offerings)	Current State and Graduation Requirements for Social Studies
<ul style="list-style-type: none"> ● 9th grade Humanities and Social Studies ● American Government ● American Studies ● Cultural Anthropology ● Debate and Strategic Argumentation ● East Asian Cultures ● History & Technology of Great Architecture ● History of Art ● Issues in World Geography for the 21st Century ● Madman as Hero ● Our Western Tradition ● Physical Anthropology ● The Economy in a Global Age ● The Fourth Estate: Journalism and Contemporary Issues ● United States History 	<ul style="list-style-type: none"> ● Graduation requirements include the passing of two semesters of Our Western Tradition or 9th Grade Humanities. ● Students must also successfully complete one semester of a non-Western course, selecting from: World Geography, Debate and Strategic Argumentation, East Asian Cultures, Art History, AP Comparative Government and Politics, Physical Anthropology and Cultural Anthropology. ● State law also requires a full-year of United States History and a semester of civics, which is our American Government course.

General Resources for Educators- Potential for Professional Development Workshops/Training:

- [A Collection of Resources for Teaching Social Justice](#)
- [The Best Teacher Resource Sites for Social Justice Issues](#)
- [A Guide to Equity and Anti Racism for Educators](#)
- [Zinn Education Project](#)
 - [Pre-made Lessons and Materials about a variety of important topics](#)
- [Decolonizing History](#)
- Paulo Freire: Pedagogy of the Oppressed
- Henry Giroux: Critical Theory and Educational Practice
- Stephen Brookfield: Developing Critical Thinkers (pp. 3-14)
- Ira Shor: An Empowering Education (Chapter 1: Education is Politics: An Empowering Agenda, pp. 11-30)

- Torin Monahan: The Surveillance Curriculum: Risk Management and Social Control in the Neoliberal School
- Bell Hooks: Confronting Class in the Classroom
- Gloria Ladson-Billings & William F. Tate IV: Toward a Critical Race Theory of Education
- Kathleen Weiler: Feminist Analyses of Gender and Schooling
- Elizabeth Bishop: Critical Literacy: Bringing Theory to Praxis
- Stephanie Urso Spina: Introduction from Smoke and Mirrors: The Hidden Context of Violence in Schools and Society (Violence in Schools: Expanding the Dialogue)
- Jeffrey Duncan-Andrade & Ernest Morrell: Chapter 6: Youth Participatory Action Research as Critical Pedagogy
- Antonia Darder: Teaching as an Act of Love: Reflections on Paulo Freire and His Contributions

Tackling the Approach to Social Studies Education as a Whole

- It is essential that the JBHS staff seek to decolonize their social studies curricula. The majority of the current curricula is very whitewashed and centered around Western civilizations and ideals. The very concept of having a course called “Our Western Tradition” is colonial in that it glorifies Western concepts as the pinnacle of society and ignores the legacy of violence, colonization, and racism of many of the societies studied. In order to accurately depict the history of our world, students should not be limited to learning about Western cultures and should not be taught that Western culture is above all others.
- The intersection of race, gender, sexuality, class, ability, and other identities should be emphasized in all elements of Social Studies education. Discussion of racism and slavery should not be reserved for the Civil War and the Civil Rights Movement. Slavery and racism need to be addressed in the context of every single era of history studied. This is especially relevant for the Western Civilization curriculum, where race is rarely addressed despite the civilizations studied being the root of much of the philosophical thought that led to the concept of biological race.
 - If there is a topic about a certain culture or lesson pertaining to a group of individuals not well-represented at Joel Barlow, consider bringing in a guest speaker to explain and share from their POV.
- It is essential that the JBHS staff interrogate their use of certain textbooks and curriculum materials. Why are certain textbooks being used over others? What message is this textbook trying to convey? Are BIPOC authors being given a voice?

Are BIPOC authors centered especially in discussions of race? Using a critical lens when selecting materials is imperative.

- It is essential that Social Studies remains an actual study of social issues and not an opportunity to glorify or whitewash the history of the United States. Social Studies should not be an opportunity to push American propaganda. We are setting our students up for failure if we do not teach them an accurate history of this country, centered around our transgressions. If we do not teach History in a decolonized way, we will continue to perpetuate the systems of oppression that our current educational system ignores.

Specific Recommendations for Required Courses

Our Western Tradition

This [text](#) proposes the replacement of Western Civilization Studies with Decolonized Ancient World Studies.

Current Curricular Guidelines	Questions and Recommendations
<p><i>“How do we solve the problem of co-existence? How can we create harmony between the one and the many? How can humans reconcile diversity with the reality of being interdependent social creatures? The people we remember from history are those who introduced new ideas in an attempt to solve the problem of coexistence. Their solutions can be sorted broadly into four categories: ideas of morality, faith, reason, and political economy. The themes and guiding questions of this course are designed around those categories.”</i></p>	<p>It seems that these questions are not exclusively answered by Western civilizations. In fact, it could be argued that non-Western civilizations often prioritize collective good over individual freedom and thus have addressed the “problem” of co-existence more effectively. Rather than answering these questions and addressing these themes from a strictly Western perspective, it may be more useful to compare and contrast Western and non-Western approaches. In addition, it is important to incorporate elements of African history so students can understand that Black individuals have a rich and important culture that extends far beyond their enslavement by white colonizers. While this is the ideal approach, if the JBHS staff are insistent on keeping a strictly Western approach, the courses must actively examine the harm that Western</p>

	civilizations have caused in the past AND present.
No required or listed texts	Construct a list of texts that are written by a diverse range of authors and scholars. The inclusion and centering of non-Eurocentric texts is essential.

9th Grade Humanities

Current Curricular Guidelines	Questions and Recommendations
KEY TEXTS: The Pageant of World History, Leinwand Animal Farm, Orwell Antigone, Sophocles The Book Thief, Zusak The Odyssey, Homer Romeo and Juliet, Shakespeare Wordly Wise 3000 (Units 1-10)	Similarly to the “Our Western Tradition Course,” this course is also rooted in Western texts and would benefit from a wider range of texts. Similar themes could be examined using different texts from different traditions and a more diverse range of authors.

United States History

Current Curricular Guidelines	Questions and Recommendations
<p><i>KEY QUESTIONS</i></p> <ul style="list-style-type: none"> • <i>What does it mean to be an American?</i> • <i>Is the American form of government unique?</i> • <i>How has the phrase "all men are created equal" evolved throughout United States History?</i> • <i>Can you be a responsible citizen without a knowledge of US History?</i> • <i>How has the mobility of the American people influenced the history of the United States?</i> • <i>What is the relationship between the physical geography of the United States and its social, political and economic development?</i> • <i>Is opportunity open to all people in the United States?</i> 	<p>Are these questions being fully and accurately answered? Consider the identity of Americans who are....</p> <ul style="list-style-type: none"> ● BIPOC ● LGBTQIA+ ● Of low socio-economic status ● Immigrants (documented and undocumented) ● Native American ● Disabled ● Women <p>American history is not the history of white men but too often this is how history is taught. US History classes should teach history from different perspectives and that means teaching about events and issues such as...</p>

<ul style="list-style-type: none"> • <i>How has war affected the domestic history of the United States?</i> • <i>What role does conflict play in the development of the United States?</i> • <i>How has the United States developed into a major world power?</i> • <i>Is America really a “melting pot”? What best describes an American and the American Dream?</i> 	<ul style="list-style-type: none"> ● The Tulsa Race Massacre ● Stonewall ● The continued oppression of Native American individuals (go beyond the Trail of Tears to the establishment of reservations) ● the Tuskegee syphilis study ● Redlining and housing discrimination ● The racism present in the original Women’s movement and fight for suffrage ● The accomplishments and contributions of BIPOC Americans ● Segregation beyond the Civil Rights Act ● The War on Drugs ● The establishment of the slave patrol (one of the first organized police forces in American history) ● The truth of MLK (his radical ideas) and Malcolm X (usually villainized in US history courses) ● Mass incarceration ● Juneteenth
<p><i>KEY TEXTS: A History of the United States, Boorstin</i></p>	<p>Consider using texts that discuss history from the perspectives of those who lived it. Ensure that history books are not whitewashed. Consider utilizing <i>A People’s History of the United States</i> by Howard Zinn</p>
<p><i>Units of Instruction</i></p> <ol style="list-style-type: none"> 1. <i>FOREIGN AFFAIRS THEME – WHAT ROLE SHOULD THE UNITED STATES PLAY IN THE WORLD?</i> 2. <i>WHAT ROLE SHOULD THE UNITED STATES GOVERNMENT PLAY IN THE ECONOMY?</i> 3. <i>WHAT DOES IT MEAN TO BE AMERICAN?</i> 4. <i>WORLD POWER STATUS</i> 	<p>How is the United States being portrayed in the answers to these questions and themes? Is the United States being glorified or realistically portrayed? How are individuals who are marginalized throughout history being depicted?</p>

American Government

Current Curricular Guidelines	Questions and Recommendations																																																									
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • <i>What is the basic philosophy of American government?</i> • <i>What are the fundamental rights provided by the Constitution?</i> • <i>What is the history and past experience of American government?</i> • <i>How does the American system of government work in a practical sense?</i> • <i>What is the scope of power and influence of the national, state and local governments?</i> • <i>What are the current important issues and problems in American government?</i> • <i>How have the rights of the individual changed over the course of American history?</i> • <i>What are the rights an individual enjoys today in the American system of government?</i> • <i>What are the responsibilities of citizenship in the American Republic?</i> 	<p>Are these essential questions being truthfully examined? Are students being taught the ways that different identities of race, gender, sexual orientation, class, and ability impact the answer to each of these questions?</p> <p>Students should be able to critically examine the history and current state of the American government through the lens of different social issues and identities. Are students being taught that all people are currently equal in America? Is the American dream and the harm of rugged individualism being taught?</p>																																																									
<p>KEY TERMS AND CONCEPTS</p> <p>1st Marking Period</p> <table border="0"> <tr> <td>parliamentary government</td> <td>separation of powers</td> <td>habeas corpus</td> </tr> <tr> <td>Declaration of Independence</td> <td>checks and balances</td> <td>federalism</td> </tr> <tr> <td>constitutional government</td> <td>social contract</td> <td>executive branch</td> </tr> <tr> <td>republican government</td> <td>Great Compromise</td> <td>ratification</td> </tr> <tr> <td>colonial government</td> <td>electoral college</td> <td>impeachment</td> </tr> <tr> <td>Articles of Confederation</td> <td>'right(s)'</td> <td>slavery</td> </tr> <tr> <td>legislative branch</td> <td>welfare</td> <td>sovereignty</td> </tr> <tr> <td>civic virtue</td> <td>rule of law</td> <td>political philosophy</td> </tr> <tr> <td>common good</td> <td>natural rights</td> <td></td> </tr> </table> <p>2nd Marking Period</p> <table border="0"> <tr> <td>judicial review</td> <td>civil disobedience</td> <td>naturalization</td> </tr> <tr> <td>Civil War amendments</td> <td>establishment clause</td> <td>reasonable doubt</td> </tr> <tr> <td>civil rights movement</td> <td>freedom of expression</td> <td>Bill of Rights</td> </tr> <tr> <td>affirmative action</td> <td>'separate but equal'</td> <td>incorporation</td> </tr> <tr> <td>free exercise clause</td> <td>clear and present danger</td> <td>segregation</td> </tr> <tr> <td>right to privacy</td> <td>amendment</td> <td>citizen</td> </tr> <tr> <td>special interest groups</td> <td>double jeopardy</td> <td>sedition</td> </tr> <tr> <td>'cruel and unusual' punishment</td> <td>suffrage/franchise</td> <td>'Mirandize'</td> </tr> <tr> <td>judicial branch</td> <td>probable cause</td> <td>due process</td> </tr> <tr> <td>equal protection</td> <td>search and seizure</td> <td></td> </tr> </table>	parliamentary government	separation of powers	habeas corpus	Declaration of Independence	checks and balances	federalism	constitutional government	social contract	executive branch	republican government	Great Compromise	ratification	colonial government	electoral college	impeachment	Articles of Confederation	'right(s)'	slavery	legislative branch	welfare	sovereignty	civic virtue	rule of law	political philosophy	common good	natural rights		judicial review	civil disobedience	naturalization	Civil War amendments	establishment clause	reasonable doubt	civil rights movement	freedom of expression	Bill of Rights	affirmative action	'separate but equal'	incorporation	free exercise clause	clear and present danger	segregation	right to privacy	amendment	citizen	special interest groups	double jeopardy	sedition	'cruel and unusual' punishment	suffrage/franchise	'Mirandize'	judicial branch	probable cause	due process	equal protection	search and seizure		<p>How are the following terms being taught? Are students learning about the realities of the Jim Crow Era and de jure and de facto segregation in the United States? How are politicians and various administrations being presented? Is there any discussion of the following topics?</p> <ul style="list-style-type: none"> • Redlining • Gerrymandering • The War on Drugs • School to Prison Pipeline • Prison Industrial Complex • Voter Suppression
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<p><i>DEMONSTRATED COMPETENCIES: Students will...</i></p> <ul style="list-style-type: none"> • <i>prove an understanding and basic knowledge of the social studies, including history, civics and government, geography and economics.</i> • <i>apply historical thinking and concepts to real world situations.</i> 	<p>The curriculum should contain specific content about active participation in the political system and making sure student voices are heard. It would also be impactful to gather resources to offer students an education about laws and policies across the United States. Many students are really boxed in to the Northeast mindset, and the reality of political culture and governance in other areas of the United States must be addressed. Students could participate in a project where they research a current policy issue and write letters to their representatives.</p>
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Math

What Teachers Must Understand About Mathematics

Although it seems trivial, teaching effective and anti-racist mathematics first comes from an understanding of what mathematics is as a discipline beyond the walls of the American K-12 education system. Teachers (and their students) should have an understanding that there are different types of math: namely, applied and pure mathematics.

- a) Typically, schools center their curricula on applied mathematics
 - Statistics
 - Computer Science (Discrete Mathematics)
 - Engineering (Applied Calculus, Applied Real Analysis)
 - Economics (Applied Real Analysis)
 - Personal finances
- b) School math curricula in US fail to address pure mathematics
 - Math as an *art form*
 - Math as develop creative and critical thinking skills
 - Resources on pure math & the American education system

- [*A Mathematician's Lament* by Paul Lockhart](#)
 - This is quick and delightful reading that should be read by *all* mathematics educators [It should be noted that only Part 1 of 2 the full text has been published online. The second half is just as brief and contains some samples of “good” mathematics problems as compared to standard “problems” taught in schools]
 - It should be noted that this text operates under many elitist assumptions. BIPOC and low-income public schools typically cannot afford to do as much of the kinds of organic exploration that Lockhart advocates for because they are under comparatively larger pressure to master content for standardized exams
 - For interested teachers, this is good summer reading for students. It is engaging, it invites the students to be invested in their learning, and it offers a more genuine response to “Why are we learning this” other than “You’ll need it in future classes or in the real world when you do taxes.”
- [Arthur Benjamin's TED Talk on “Mathemagic”](#)
 - This video offers a convincing case for “Constructivist Mathematics Teaching”—that is, students understanding why they are doing what they are doing, rather than rote memorizing (ie: “not just x , but y ”)
 - Time-permitting, this can be interesting filler or warm-up with students
 - This is *better* done in a lesson in which the students *derive* the Fibonacci rectangle themselves) and then watch the video after

Inclusive Mathematics: Suggested Best Practices for the Math Classroom

- All introductions (in all classes, regardless of subject) should include preferred pronouns.
 - This does not have to be a whip share around-the-room introduction if you were not planning on doing so to begin with—if you are doing a get-to-know-you index card or worksheet instead, be sure to ask students for their preferred pronouns
 - Teacher should introduce themselves with their preferred pronouns
 - Teachers should explain why they’re taking time to pause and share this.

- ie: “Preferred pronouns make people more comfortable learning in this space and we want everyone to feel safe learning.”
 - If there is push-back (or questions), explain pronouns as working kind of like nicknames. If someone prefers to go by Katie instead of Kaitlin, you do that for them--and you almost always ask someone “what should I call you?” when you meet them. Pronouns are the same, you ask so you know what they prefer and you call them what they prefer.
 - Teachers should explain that these are the pronouns students want used *in this classroom space*. Explain that, if the student would like the teacher to refer to them using a different set of pronouns around different teachers or during Open House, the teacher will do so. Before Open House, the teacher should ask students to fill in a note-card with the pronouns they would like the teacher to use with family members on Open House night.
 - Teachers should have samples of common pronouns on the board so students have a reference if this is new to them (ie: she/her/hers, he/him/his, they/them are all *common*--but not the only pronouns many people choose to use)
- Gender-binary math problems should be reworded.
 - Many old textbooks and worksheets include tables comparing the total number of boys and girls who are in certain classes, hold certain opinions, do certain sports, etc. This perpetuates the notion that gender is a binary. In the long-term, this can contribute to feelings of erasure that non-binary and gender non-conforming people have--and can contribute to the binary thinking that causes privileged people to continue to create a world that systemically excludes and oppresses those who don’t fit into the binary.
 - The fix is simple: re-word your sample problem with different categories
 - Ie: cats vs dogs, STEM majors vs Humanities majors, people in green shirts vs people in purple shirts, etc
 - You can even reword the problem to read “male-identifying vs non-male-identifying.” This validates that there are more than *two* ways to gender identify and *includes* a population that was originally erased--in fact, *this* is the protocol most modern day statisticians use to address gender when they are conducting studies that use binary coding--because it allows them to address the privilege that men have (it should be noted that not all studies require binary coding and

many can include a third or fourth option for people who identify differently). By writing your sample problem this way, you'll have created a space in your lesson to talk about how statisticians are using math to validate non-binary identities and report data about privilege in society.

- If a problem you've assigned for homework from a textbook or a worksheet uses a gender binary, just make a note when you're announcing the homework in class that this textbook is old and problem number 19c uses language that you don't agree with because it erases non-binary and gender non-conforming identities
- Expand Your Classroom Guidelines to Include Guidelines about Math Interaction
 - If you're the kind of teacher who writes a classroom contract with your students at the beginning of the year ("one mic," "use I statements," "use pronouns," etc), consider adding a second contract that directly speaks to how students will behave when they are solving math problems together. If you don't normally do a classroom contract, you should still set guidelines for problem solving behavior.
 - Math is an inherently traumatic subject and the way students interact when they solve math problems together (either as a full class, in small groups, or in pairs) can reinforce many of the negative feelings that students have about math--which are oftentimes kindled by racist and sexist stereotypes about who can and cannot do math
 - Some suggested math guidelines might include
 - Understand that everyone is learning--we will all struggle at different times--be supportive of your peers as they learn and they will be supportive of you
 - Everyone can do math. There is no such thing as a "math person" or a "non-math person."
 - When someone pauses class to ask a question you already know the answer to, challenge yourself to think of a different way of explaining it. Be grateful that they asked the question because it could have been one you didn't know.
 - Make sure you are *listening* to what your peers are saying when doing math. If you were called on and asked to explain their argument, would you be able to do that?
 - If you get an answer quickly, good work! You should feel proud of yourself but you don't need to draw attention to yourself. Aggressively throwing your pencil down or flipping a page loudly isn't

acceptable. Instead, take some time to read over what you've written to see if you've made a mistake. Work on a doodle. Do some other homework.

- It's important to keep everyone in your group engaged. If someone's not getting it as quickly, challenge yourself to come up with new ways to explain the concept before the teachers come to your table to help
- Things educators should do or monitor to ensure that math guidelines are met:
 - Try to make data-driven feedback a regular part of your classroom routine. At the end of each week, ask students to rate on a scale of 1-10 how comfortable they felt in class and then rate on a scale of 1-10 how comfortable they felt doing math. Leave space for commentary. Then, on Monday, share this data with the class. Ask them to interpret the data and reflect on some of the things they can be doing better.
 - Every once in a while, end class with a (non-graded) exit ticket asking them to summarize an argument that someone else in the class made (this is especially effective if they've just done group work or if any class work was presented). Because students don't know when they might be asked to share someone else's argument but they know it's always possible, they'll start to build better active listening skills and become better at interpreting mathematical arguments.
 - Check to see who's talking the most. Are white men in the room taking up considerable more space than their peers? If this is a pattern, this could be making it hard for non-male students to learn because it's distracting or they begin to use it to confirm stereotypes about gender in math.
 - To fix this problem, consider putting 2-4 math counters at each student's desk. Tell them to remove a counter every time they say something in class. Once they get down to 0 they're done for the day. This will cause students to evaluate when they really need to speak, causing students who tend to perform (by asking questions they know the answers to show the class how smart they are) to take up less space and make the space more inclusive for others.
 - This might also be a good time to do some research on the contributions that queer, non-male, or BIPOC mathematics have made to the current math you're studying in the unit

you're on and think about how you can include them in your lessons.

- For challenging group-work problems or presentations, consider using a problem-solving process summary template (“Things we were confused about in the beginning,” “Things we tried,” “Things that worked well,” “Questions we still have”). This shows students that sometimes the thinking process is more valuable than the answer.
- Have conversations with other faculty members outside the math department about why it's *not okay* to say things like “I’m not a math person” to students. It’s okay to say that math is challenging, but perpetuating the idea that some people are more destined for math than others, spreads math anxiety to students—especially students whose identities are not typically represented in mathematics—and harms their ability to succeed.

What Should Lessons Look Like?

- Lectures are still important in math
 - Your lectures should include pauses for students to practice problems or concepts
 - Your lectures should emphasize students knowing *why* a formula or a method works and *what* it’s achieving (ie: not just rote memorization)
 - Your homework problems should similarly work to promote student’s active engagement with problems. If students can solve problems just by swapping out numbers without understanding what’s going on, it’s not a good sample of problems. The types of problems asked on a given assignment should vary. Ideally, some of the problems won’t be labeled by the chapter section so students will have to actively think about what to do.
- As much as is possible, try to include some constructivist lessons that ask students to problem-solve challenging problems in groups *or* problems asking students to analyze real-world data
 - In an ideal world, this might happen once per unit (either before a concept is introduced formally in lecture to launch the unit, as a capstone, etc)
 - These lessons should take a high-ceiling, low-threshold approach. Set a goal (ie: everyone should be able to solve through question 3 and understand x, y, and z concepts) but the lesson should be challenging enough to keep all groups working for the entire lesson. Make sure students are aware that they are not expected to solve everything on the sheet. They are just expected to

demonstrate their best effort (to get students to want to put in an effort, these problems should be genuinely fun... but doing something different and challenging often is).

- It should be noted that constructivist lessons typically do not go over well without proper teacher training and professional development and can often leave students feeling more frustrated and more confused when they are not executed in an impactful manner. Teachers should have opportunities for such professional development and lessons should be gradually added into the curriculum after thoughtful deliberation.

Math, Society, and Social Justice

- The History of Mathematics is only as Meaningful as You Make it:
 - Typically, teachers resort to doing brief history weeks or leaving posters up about BIPOC, non-male, and queer mathematicians to show representation in mathematics. There's nothing fundamentally wrong with doing this if it is done intentionally and is furthered by a regular commitment to these topics in the classroom. *Otherwise*, students will be able to tell that the teacher is just doing so because they are compelled to talk about "diversity"
 - Ideally, you will incorporate stories about these mathematicians when they are relevant and interesting to share as part of the lessons. The authenticity will show students that you care and that these mathematicians genuinely had an impact on the field and are not just famous because of their skin color or gender identity.
- Using Mathematics to Understand Race and Social Justice
 - Looking at real data can be a good way for students to start to understand racial biases in the criminal justice system, in gerrymandering, in housing etc.
 - The AMS, MAA, NCTM, & many educators have developed sample lesson plans
 - [Algebra 2 / Social Justice Course Collaboration](#)
 - This curriculum is actively being developed by anti-racist mathematics teachers connected through Twitter and Discord.
 - [Math that Matters: A Teacher Resource Linking Math and Social Justice](#)
 - A *full* PDF of this book is available for free in response to the current uprisings.
 - [High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice](#)
 - [Mathematics for Social Justice: Resources for the College Classroom](#)
 - [Arthur Morgan School BLM Week Lessons](#)

often overcomplicate mathematics to make the subject look unnecessarily intimidating.

- Oliver Knill has famously collected a list of [mathematics in movies](#)
- There are a handful of “iconic” classroom clips that easily figure into high school math lessons
 - The Limit Does Not Exist scene from *Mean Girls*
 - Monty Hall math scene from *21*
 - Related rates scene from *Rookie of the Year*

A New Elective?

- Many schools now offer a “Mathematics of Social Justice” course that teaches students to analyze real mathematical in context to understand 1) how numbers are being manipulated to oppress and 2) how numbers can be used to bring social justice issues to light to fight oppression
 - This kind of work should be integrated as much as possible into all math classrooms but, in might be easier to first write a curricula for a new (untracked) elective that all students could take--by borrowing from the curricula that already exists at other institutions
- Another possible course is a “Number Sense” class that includes social justice mathematics as well as ethnomathematics, constructivist problem sets, and cultural analyses of the American K-12 math system. That said, this would require more training for the individual teacher than a “Mathematics of Social Justice” course would.
- Graph Theory: if any faculty are qualified to teach Graph Theory, the subject has been demonstrated as one of the most effective ways to teach students (of all levels) how to do high level proof writing within an untracked high school classroom.

Sciences (including technology/engineering)

- The history of scientific research, especially biological and medical, has deep roots in racism and the exploitation of minorities in the US and elsewhere. Often, students will learn brief histories on the topics that they then go on to study, like the discovery of DNA or other “breakthroughs”. It is inaccurate and exclusionary to ignore 1. cases in which BIPOC and/or other oppressed groups have been abused for the advancement of science; 2. cases in which BIPOC and/or other oppressed groups have not been given the credit and recognition they deserve for their contributions to science; and 3. cases in which the progression of science has been

tailored to the white population and ignored specific concerns of other races, especially in medicine.

- Even if these topics are not covered in science classes, they should be integrated into history and social studies classes. The exploitation of Black people in America did not end when slavery ended, and these topics are important examples of how racial bias, oppression, and white supremacy still affect research, health, and medicine to this day.
- Recommended curriculum points and readings to begin to cover the topic of injustice in the sciences:
 - 1: Ethics and Bias in Research
 - [*Ethical Failures and History Lessons: The U.S. Public Health Service Research Studies in Tuskegee and Guatemala*](#)
 - The **Tuskegee Syphilis Experiment** deceived African American men into believing they were receiving free medical treatment when they were actually receiving no treatment at all, just so that experimenters could follow the course of their disease until death
 - The **Guatemala Syphilis Experiment** was conducted by American scientists who forced Guatemalan prostitutes, soldiers, prisoners, and psychiatry ward patients to contract syphilis for the purpose of studying the disease, all without their informed consent (resulting in many deaths)
 - These studies provide a non-exhaustive list of examples of the mistreatment and outright abuse of other racial groups by white Americans in science in fairly recent history. There is also evidence that experiments such as these contribute (to this day) to the mistrust of the federal government and healthcare by African Americans. Additionally, mistrust of scientific research participation leads to a low rate of minority participation in all types of studies, leading the majority of human subject scientific research done in the US to only be generalizable to the white population.
 - [*The Tuskegee Study of Untreated Syphilis and public perceptions of biomedical research: a focus group study.*](#)
 - [*More than Tuskegee: Understanding Mistrust about Research Participation*](#)
 - Over the 20th century there was a lot of research “proving” that white people were the most intelligent race due to higher IQ averages. However, this research was inherently flawed, because 1. the IQ tests were biased toward white culture in an extremely segregated country and 2. white people had much better educational opportunities. Students should understand that

research has and continues to be biased toward certain populations, and must be looked at with a critical eye.

- [“Race”, IQ, and Genes](#)
- Eugenics and its history in the United States and in scientific research.
- 2. The concept of race is not biological
 - [Race: a Biological or Social Concept](#)
 - When teaching about DNA, sickle cell disease, diabetes, or any other biological topic that is conducive to a conversation on race, take the opportunity to address it. Make sure students understand while DNA hevariation exists among all humans, and that groups from the same regions will of course be more similar, race is not biological.
 - The abstract puts it best: “Race was once thought to be a real biological concept when anthropologists used study of the human skull as a way to justify racial differences and social inequality. Scientists no longer believe there is a biological basis to distinguish racial groups, rather, race is a social, cultural, and/or political construct wherein racial segregation has real consequences on health and health disparities. The biological basis of differential prevalence of disease susceptibility or resistance is due to genetic variations that exist in various racial and ethnic groups. Thus, race as a social concept can be used to categorize populations or groups based on disease susceptibility or resistance, and this offers promise for personalized/precision medicine as it applies to human health.”
- 3. Scientific accomplishments by minorities largely overlooked by society
 - Representation is extremely important for BIPOC students to see that people that look like them have and continue to accomplish great things, despite the odds against them. Furthermore, the predominantly white population at JBHS needs exposure to diversity in all fields to have a more accurate view of race and the world.
 - Library of Congress Science Reference Guides- [Women and Minorities in Science and Technology: A Guide to Selected Resources](#)
 - PBS’s [Ten Black Scientists that Science Teachers Should Know About](#)
 - American Institute of Physics’ [Teaching Guides on Women and Minorities](#)
 - [The Faces of Science: African Americans in the Sciences](#)
- This list is just a sample of the largely buried history of racial and minority injustice in science. I believe that the two main points that students should understand through these curriculum additions are this:
 - The history of science is inextricably intertwined with the history of racism, especially in the United States.

- These issues have not disappeared in the modern era- biases in research topics, participant pools, and experimenter pools continue to contribute to an overall biased scientific knowledge. Be critical in your consumption of scientific knowledge and history.
- Embodiment
 - Racial inequality has biological consequences. Read: Clarence C. Gravlee's [*How Race Becomes Biology: Embodiment of Social inequality.*](#)
- EMT class must teach about implicit bias and how to combat it when serving as a medical professional. Students must also learn about how racism manifests in the medical field and learn strategies to address it if/when they witness racism from colleagues.

Languages

- Spanish
 - While some Spanish teachers do incorporate topics of race, immigration, and colonization in their curriculum, this should be standardized and required of all Spanish classes. Students should be taught the following topics:
 - Spanish imperialism and colonization of Latin America
 - Life under Spanish colonization for Black and Indigenous people
 - Slavery of African and Indigenous people
 - Indigenous medicinal practices in Latin America
 - Indigenous languages, culture, and religion in Latin America
 - The erasure of cultural practices by colonizers
 - Discrimination in Latin America against Indigenous and Afro-Latinx people
 - Arabic influences in the Spanish language and Spanish culture and architecture
 - Islamophobia in Spain
 - Dominance of Catholicism in Spain
 - Discrimination against Hispanic people in the United States
 - Immigration between Latin America and the US
 - Undocumented immigration
 - The Spanish 6 Community service project is an influential way to expose students to the communities outside of Redding and Easton. It gives students the opportunity to learn from communities of color and to learn about their own privilege.
 - Other courses should offer the opportunity to serve local communities outside of the context of Spanish 6.

- French
 - French curriculum should also incorporate topics about slavery, colonization, and modern racism. Students should be taught the following topics:
 - French imperialism and colonialization
 - Even in countries where French is no longer spoken, like Vietnam or Laos
 - Life under French colonialism for Black and Indigenous people
 - French slave trade and slavery in France and Canada
 - Religion and culture of French-speaking nations in the Caribbean and Africa
 - Dialects of French in former colonies (like Haitian Creole)
 - Canadian forced assimilation of Indigenous populations
 - Immigration policies in France and Canada
 - Islamophobia and Hijab laws in France
 - Anti-Black racism in France and Canada

Art

- This plan will encompass curriculums relevant to all areas of art offered by JBHS.
- While there are many artists to study and learn about, it seems as if the majority of the current lessons plan include predominantly white artists. There is such an in-depth and rich history of art that it should not be narrowed to only one group.
 - Through the education of art, there should be an emphasis about, studying, appreciating, and centering projects around art by BIPOC.
 - There are many ways to balance curriculums to address the holistic history of art while not omitting or paraphrasing important movements.
- This is a great resource that provides educational resources and lesson plans in regards exploring the Black Arts Movement:
 - <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1195&context=independent-studies>
 - It caters towards the end of middle school to early high school, however at any age these are powerful resources.
- Current art classes offered by Joel Barlow:
 - AP Studio Art
 - Art I
 - Ceramics I & II
 - Digital Photography I & II
 - Drawing
 - History of Art
 - Imaging I (Intro to Photoshop) & II

- Jewelry and Metalsmithing I & II
- Sculpture
- Currently the lesson plans in place have little to no reference to Black artists. During many of the movements there are significant artists amongst many races that students could benefit from learning about.
- Art History
 - Currently the only option we have for an art history class is offered as an AP class that gets tied into AP studio art. I don't know if this has been changed, but typically the art history side and studio art side curriculums get mixed and lose the strong sense of learning about pivotal moments in history. It would be beneficial to incorporate some of these teachings in the Art I curriculum so that students get exposure without needing to sign-up for the separate elective, especially when it is an AP course.
 - List of Artists:
 - Joshua Johnson: 18-19th Century Portrait Painter
 - There are over 100 portraits attributed to Johnson
 - Rendered in a characteristically naive style
 - Distinct Composition: A sitter positioned in $\frac{3}{4}$ view against a plain backdrop, then the portrait consists of a variety of props (fruit, flowers, parasols, riding crops)
 - Augusta Savage: Artist during the Harlem Renaissance
 - Florida-born sculptor
 - Played a large role in teaching and advocacy during the Harlem Renaissance
 - In 1935, she co-founded the Harlem Artists Guild
 - In 1937 established the Harlem Community Art Center - A center where she devoted her time teaching African American artists, one being Jacob Lawrence
 - Jacob Lawrence: Created his Migration Series in 1918
 - New Jersey-born artist
 - His paintings tell the story of the Great Migration, the mass exodus of over 6 million African Americans fleeing the segregated South
 - Jean-Michele Basquiat: One of the most famous NYC artists
 - Helped pioneer and popularize street art
 - Unfortunately he died at 27, however he left behind a prodigious legacy. Today he is a celebrated creative and cultural icon.
 - Kara Walker: Famous for her signature silhouettes

- California-born artist whose work began in 1994
- Her silhouettes featured scenes set in the Antebellum South
- Creates other works including paintings, animated works, shadow puppets, and “magic lantern” projections
- Kehinde Wiley: Nigerian American painter
 - In 2017 he made history when he became the first Black artist to paint an official presidential portrait, hired by Barack Obama himself.
 - Commissioned to complete the painting for the National Portrait Gallery
 - Known for reimagining traditional portraiture

Performing Arts

- ER9 theater departments must put into practice principles of A.R.T. (anti-racist theater making) created by [Nicole Brewer](#). These theories reckon with the fact that American theater is a structurally racist institution, and theater-makers must actively incorporate anti-racist policies into their work. Through A.R.T., students “learn to utilize their sphere of power to disrupt white supremacy culture”. Brewer details her strategies in [this podcast](#). One key factor of A.R.T. that must be put in place in all schools is [color-conscious casting](#), a [theatrical practice](#) which (in contrast to color-blind casting) believes race should be a factor taken into consideration during the casting process. Barlow currently operates under color-blind casting principles, which “operate under the premise of ignoring an actor’s race or sex, and casting the actor solely based on talent” (Hopkins, p. 135). This type of casting is unproductive because it 1) fails to prioritize actors of color in the predominantly white world of American theater (including Barlow theater), and 2) operates under the assumption that the United States is a post-racial society, which is not the case. Casting white actors to play parts specifically written for actors of color raises issues of appropriation and creates unhealthy environments for students of color. For example, in Barlow’s history, allowing white students to dress up as geishas or putting on a predominantly white production of “Once On This Island,” a show specifically about the African Diaspora. (And, if there are no students of color in the department, that is obviously also an issue.)
- Other resources on anti-racism in theater include:
 - <https://howlround.com/anti-racist-theatre>
 - <https://howlround.com/decolonizing-theatrela-descolonizacion-del-teatro>
- Music education (from elementary to high school) should incorporate and prioritize the discussion of [Black music history](#).

Wellness

- The Wellness curriculum at Joel Barlow emphasizes personal wellbeing and making positive choices, but never addresses the unique wellness challenges that people of color and particularly Black people face or how we can make positive, anti-racist choices. Racism is important to understanding wellness and the barriers that exist for some people. The Wellness curriculum has many areas where race and racism could be easily introduced and discussed. When teaching about race, it must be taught as a fact and teachers should not leave room for racist behaviors and debates.
- Integrating community service into the Wellness curriculum, particularly in Wellness 12, would also be a good way to expose students to diverse perspectives and the racial and economic inequality that exists in Fairfield County. Community service could also demonstrate to students how volunteer work can be beneficial to both personal wellness and to the wellness of their community.

Wellness 9A and 9B: Introduction to Wellness and Personal Fitness

Current Curricular Guidelines	Questions and Recommendations
<p>The first semester of this full year course for freshmen has an emphasis on wellness and personal fitness concepts. Wellness components of physical, emotional, intellectual, social, spiritual, and occupational needs are addressed throughout the year as a state of total well-being. Through personal assessment, students are encouraged to develop an individual optimum level of physical fitness, knowledge of fitness concepts, and an understanding of the significance of lifestyle on one's own wellness. Activities are designed to personalize and motivate students to take a closer look at their lifestyles. Technology is utilized with heart rate monitors, computer software analysis, and various fitness testing applications.</p> <p>The second semester of the freshman year emphasizes wellness and lifestyle choices through nutrition, program design and exercise adherence. We can develop justifiable health practices by helping</p>	<p>When teaching the six dimensions of wellness, consider discussing how race, ethnicity, sexual orientation, religion, or immigration status can impact one's ability to achieve all six dimensions. Use this framework to discuss how systemic racism and other forms of discrimination often prevent BIPOC from achieving wellness. This 2006 report is a great resource on how race impacts health and wellbeing. Students should learn about white privilege and how health outcomes can be tied to white privilege.</p> <p>When students learn about health and health risks, they should be learning about how race can impact the level of health care one receives and should be educated on the following topics:</p> <ul style="list-style-type: none"> • Racial discrimination in health care • The intersection of racial and gender discrimination in health care • Disproportionate impact of diseases like diabetes and other chronic

<p>students fully understand and apply the facts related to health practices through the development of health skills. Students will develop skills to assess health risks and the ability to perceive themselves at risk. The skills for setting and achieving goals, nutritional analysis and reflection, fitness program design, and infectious diseases are topics that are researched and applied throughout the course.</p>	<p>diseases on Black communities</p> <ul style="list-style-type: none"> ○ Why these disproportionate impacts exist (poverty, lack of access to fresh produce and clean water, pollution, other environmental hazards, financial and personal stress, etc.) ● Food deserts ● Disparities in access to public fitness facilities like community centers, basketball courts, fields, etc.
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Wellness 10: Healthy Choices

Current Curricular Guidelines	Questions and Recommendations
<p>The sophomore health course is based upon the premise that students need to enhance their individual knowledge and skills to make better personal wellness decisions. Students will actively participate in an in-depth study of current health-related research and focus on the practical skills necessary to improve their decisions in areas that the CDC (Center for Disease Control) has identified as risk-taking adolescent behaviors. Student assessment of their acquisition of this knowledge and these skills will be based upon the national health standards for essential skills using cooperative groups, presentations, roleplaying, research, and written evaluations. Students will leave this class with the ability to organize and to convey information, opinions, and feelings which are the essential skills needed to strengthen interaction and to reduce or avoid conflict.</p>	<p>Consider integrating race throughout this course, given that its aim is to teach about healthy choices. Students should be taught about the following subjects during each unit:</p> <p><i>Sexual Health</i></p> <ul style="list-style-type: none"> ● The use of unconsenting Black Americans in experiments on syphilis and other STDs. ● The disproportionate impact of the AIDS epidemic of the 1980s on Black communities and the continued disproportionate impact of AIDS on BIPOC, particularly Black and Native American people. ● Sexual violence and the racial dynamics involved with both victims and perpetrators. <ul style="list-style-type: none"> ○ Black women are more likely to be victims of rape than white women and face harsher scrutiny and unfair treatment when they report. ○ Black defendants accused of raping white women receive harsher punishments than

other defendants accused of similar crimes.

- [Resource on these statistics](#)
- LGBTQ+ issues
 - Discrimination
 - Unique sexual health topics
 - Gender identity
 - Violence against LGBTQ+ people and the disproportionate violence and discrimination against Black, Latinx and Native American LGBTQ+ people

Drugs and Alcohol

- The War on Drugs
- Crack vs. powder cocaine and the different legal implications each drug holds
 - How this policy was created to enforce harsher punishments on Black drug users.
- Mass incarceration and the disproportionate impact on Black and Latinx people.
- Disparities throughout the criminal justice system in how white and Black people are treated in drug cases.
 - More police presence in Black neighborhoods, resulting in them being more likely to be caught with drugs.
 - Black people are more likely to be charged with drug possession.
 - Black people are less likely to receive plea deals.
 - Black people on average have harsher sentences.
- Police brutality
- School-to-prison pipeline

	<p><i>Healthy Choices</i></p> <ul style="list-style-type: none"> ● Identifying implicit biases ● The concept of white privilege ● Identifying racist stereotypes <ul style="list-style-type: none"> ○ How to avoid perpetuating them and how to address others using them. ● Identifying microaggressions <ul style="list-style-type: none"> ○ How to avoid perpetuating them and how to address others using them. ● How to be anti-racist ● How to be an ally to BIPOC <p><i>Conflict Resolution</i></p> <ul style="list-style-type: none"> ● How to stand up for BIPOC in uncomfortable situations. ● How to confront racist behaviors and rhetoric with strangers, peers, friends, and family.
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Wellness 11: Self-Management and Relationships

Current Curricular Guidelines	Questions and Recommendations
<p>This one-semester course is divided into one marking period of health and one marking period of physical education. The physical education unit is made up of outdoor pursuits and cooperative games. Outdoor pursuits can strengthen a student’s wellness by providing new and exciting activities, which promote all of the wellness domains, especially regular physical activity and physical fitness. Students will choose from activities that they can continue throughout their lives, with or without a team, and maintain an optimal level of fitness. They will be challenged in non-competitive activities and situations. Students will identify the purposes for and participation in the establishment of safe practices, rules,</p>	<p>During the health portion of this course, students should be challenged to consider how race plays a role in one’s overall wellbeing. This course should build upon the topics discussed in Wellness 9 and 10 and address racial justice issues during lessons about moral and ethical reasoning. Implicit bias should be taught and students should be assigned implicit bias tests, like the Harvard Implicit Bias Test, and be encouraged to discuss how these biases may play a role in their decision making. Students should be taught how to actively consider their biases while making decisions and how to consider racial dynamics in their decisions. White privilege should be discussed. The concept of microaggressions should be discussed.</p>

<p>procedures, and etiquette for specific activities. Through activities, students will develop skills and strategies for accomplishing goals at a personal, as well as a group level. The activities that may be covered are: in-line skating, tennis, indoor and outdoor adventure activities. The junior health course is designed to encourage students to continue to examine the relationship between their personal wellness goals and their life-style choices. In addition to considering the physical, mental and social impact of their behaviors on their lives, students will be challenged to practice ethical/moral-reasoning skills in considering life-style issues. The course will address healthy relationships, the decision-making process, and identify risk factors facing today's young adults. Students will be engaged in a variety of skillbuilding and reflective exercises requiring writing, group discussion and projects.</p>	<p>When discussing risk factors facing young adults, police brutality should be addressed, as well as how racial discrimination can impact young people as they move into college and careers.</p>
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Wellness 12: Advocacy/Post Secondary Transition/Socialization

Current Curricular Guidelines	Questions and Recommendations
<p>This one-semester course is divided into one marking period of health and one marking period of physical education. The physical education component is a social dance unit. The department recognizes the biological and social value of dance and the dimensions of creativity and expression, which characterizes participation in the process of dance. Through dance the students will demonstrate responsible personal and social behaviors that respect self and other physical activity settings. This course will offer a short introduction into the history of each dance and the chronology of social dance. The unit will cover a variety of ballroom, line and swing</p>	<p>During the dance portion of this course, students must be taught the origins and histories of these dances in more depth. The majority of the dances learned in this course originate in Latin America or with Black communities in the United States, but these origins are rarely discussed. Students should be taught about cultural appropriation and how these dances have changed as they were adapted for wealthier European audiences.</p> <p><i>Tango</i></p> <ul style="list-style-type: none"> • Originated among impoverished communities in Argentina and Chile during the 1880s, largely within enslaved African populations.

dances. Students will transcribe daily journal entries that reflect their feelings, knowledge and comprehension of each particular dance. At the culmination of the course, students will research a dance from an era of their choice and compose a written analysis and verbal presentation. The senior health course is designed to challenge students to practice research and critical thinking skills necessary for examining wellness issues on both a personal and global level. This course addresses post-secondary transitions, as well as developmental change processes. As students prepare to graduate, it becomes critical that they sharpen the skills of inquiry and reflection required to examine their own life-style choices, access valid information needed in making decisions impacting health, and consider the impact of social and legal issues on global wellness. Current issues in health will be investigated through individual and group formats. Students will be expected to demonstrate the ability to research health issues using valid sources of information by completing an Advocacy project that spans the full semester on health/wellness related topics. Students will participate constructively in class discussions and group activities, use technology effectively and ethically, and reflect on the relationship between their own behaviors and wellness goals.

- Combines several dance styles, including African Candombe, Spanish-Cuban Habanera, and Argentinian Milonga.

Cha Cha Cha

- Originated in Cuba in the 1950s and was inspired by several Afro-Cuban dances from the Santería religion.

Mambo

- Originated in Cuba in the 1940s but was popularized in the United States by Puerto Ricans living in New York City in the late 1960s. The dance was significantly Americanized and standardized to fit American ballroom dance standards.

Foxtrot

- While the origins are unconfirmed, some scholars credit its origin to Black dancers. The dance has also been said to have been inspired by “The Memphis Blues” by W.C. Handy, a Black musician known as the “Father of Blues.”

Swing

- Most swing dances originated in Black communities in the United States in the early 20th century.

During the health portion of this course, students should build on the racial justice issues from earlier Wellness courses and delve deeper into the racial justice issues that they will face in college or in their career. Students should review implicit biases and discuss how to deal with racism and discrimination they may witness or experience in college or in their jobs, as well as how to identify and deal with microaggressions. Students should be taught about current social and legal issues regarding race and explore how those issues impact BIPOC and their wellness.

Possible resources:

- Teach the origins of prisons + prison industrial complex
- Peggy McIntosh → invisible knapsack of privilege → <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>
- DuBois → double consciousness + the veil
- Eduardo Bonilla Silva → 4 frames of color blind racism
<http://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/Bonilla-Silva-2003.pdf>
- New York Times' 1619 Project → <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
- Coates → The Case for Reparations
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- DuBois → Strivings of the Negro People
<https://www.theatlantic.com/magazine/archive/1897/08/strivings-of-the-negro-people/305446/>
- Frederick Douglas → 5th of July speech
<https://www.pbs.org/wgbh/aia/part4/4h2927t.html>
- [The Program of Studies](#) shows not a single class about race, specifically discussing race, or in any way associated with racial justice.
- Ian Lawrence from Toronto - BLM Curriculum for all grades:
 - <https://drive.google.com/drive/folders/1LGslwJwhXvpVnDgw0uC-n794l6EGzpuH>
- Smithsonian National Museum of African American History - Talking about Race:
 - <https://nmaahc.si.edu/about/news/national-museum-african-american-history-and-culture-releases-talking-about-race-web>
- Teaching for Black Lives - Curriculum Guide:
 - <https://www.teachingforblacklives.org/>
 - <https://docs.google.com/document/d/18SMwaDf-MLV8yLsjPKG30PJJeQrcLvIPMvUQsgj7E/edit>
- Simmons Anti-Racism Library Guide:
<https://simmons.libguides.com/anti-oppression/anti-racism>

Additional resources for all classes and grade levels

(Partly adapted from [this list](#))

Elementary School Books

- *Malcolm Little: The Boy Who Grew Up To Become Malcolm X* by Ilyasah Shabazz
- *My Hair is a Garden* by Cozbi A. Cabrera
- *Young Water Protectors... a Story About Standing Rock* by Aslan Tudor and Kelly Tudor
- *My Family Divided* by Diane Guerrero
- *We Are Grateful Otsaliheliga* by Traci Sorell
- *I Am Not A Number* by Jenny Kay Dupuis and Kathy Kacer
- *Schomburg, The Man Who Built A Library* by Carole Boston Weatherford
- *Lailah's Lunchbox: A Ramadan Story* by Reem Faruqi
- *The Day You Begin* by Jaqueline Woodson
- *The Boy and the Wall*
- *The Whispering Town* by Jennifer Elvgren
- *Moses: When Harriet Tubman Led Her People To Freedom* by Carole Boston Weatherford
- *When I Was Eight* by Christy Jordan-Fenton and Margret Pokiak-Fenton
- *Happy in Our Skin* by Fran Manushkin
- *Chocolate Milk, Por Favor! Celebrating Diversity with Empathy* by Maria Dismundy
- *Voice of Freedom* by Fannie Lou Hamer
- *Shining Star: The Anna May Wong Story* by Paula Yoo and Lin Wang
- *Little Leaders: Bold Women in Black History* by Vashti Harrison
- *Maddi's Fridge* by Lois Brandt
- *Hair Love* by Matthew A. Cherry
- *Not Quite Snow White* by Ashley Franklin
- *Sulwe* by Lupita Nyong'o
- *Brown Boy Brown Boy What Can You Be?* by Ameshia Gabriel Arthur
- *I Am... Positive Affirmations for Brown Boys* by Ayesha Rodriguez
- *White Water* by Michael S. Bandy and Eric Stein
- *Chocolate Me!* by Taye Diggs
- *Little Nic's Big Day* by Nic Naitanui
- *The Other Side* by Jaqueline Woodson
- *Bud, Not Buddy* by Christopher Paul Curtis
- *Something Happened in Our Town: A Child's Story About Racial Injustice* by Celano, Collins, and Hazzard
- *Let It Shine: Stories of Black Women Freedom Fighters* By Andrea Davis Pinkney
- *When We Were Alone* by Robertson and Flett
- *Separate is Never Equal* by Duncan Tonatiuh
- *Young Water Protectors: A Story About Standing Rock* by Aslan Tudor and Kelly

Tudor

Middle School Books

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *New Kid* by Jerry Craft
- *Hidden Figures: Young Readers' Edition* by Margot Lee Shetterly
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor

High School Books

- ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander**
- *The Fire Next Time* by James Baldwin
- *Race After Technology* by Ruha Benjamin
- *Slavery by Another Name* by Douglas Blackmon
- *Between the World and Me* by Ta-Nehisi Coates
- *Eloquent Rage* by Brittney Cooper
- ***Women, Race, and Class* by Angela Davis**
- *White Fragility* by Robin DiAngelo *
- *The Souls of Black Folk* by W.E.B Du Bois
- *The Sun Does Shine* by Anthony Ray Hinton
- *This Book is Anti-Racist* by Tiffany Jewell
- *Black Wall Street* by Hannibal B. Johnson
- *How to Be an Antiracist* by Ibram X. Kendi
- *Beloved* by Toni Morrison
- *Born a Crime* by Trevor Noah
- ***So You Want to Talk About Race* by Ijeoma Oluo**
- *Citizen: An American Lyric* by Claudia Rankine
- *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Ibram X. Kendi
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *Just Mercy* by Bryan Stevenson
- *Dear Martin* by Nic Stone
- *The Hate U Give* by Angie Thomas
- *The Autobiography of Malcolm X* by Malcom X and Alex Haley
- *Are Prisons Obsolete?* by Angela Davis
- ***Americanah* by Chimamanda Ngozi Adichie**
- *The Color of Law: A Forgotten History of How our Government Segregated America* by Richard Rothstein
- *We Gon' Be Alright* by Jeff Chang

Books For Teachers

- *Making Justice Our Project* by Carole Edelsky
- *Black Teachers on Teaching* by Michele Foster

Documentaries and Scripted Movies:

- 13th
- Selma
- [Race: The Power of an Illusion](#) — 3-Part PBS series unpacking race in the US
- [Asian American](#) — 5-Part PBS series discussing the history of identity, contributions, and challenges experienced by Asian Americans

Podcasts:

- [Seeing White](#)
- [Uncivil](#)
- [1619 \(NY Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)

Online Videos:

- [Race and Racist Institutions](#) — Dr. Eduardo Mendieta (Khan Academy)
- [“Being 12: What are you?”](#) — talking about race and racism to children in the throes of early adolescence
- [Peanut Butter, Jelly and Racism](#) - NY Times short web series on Implicit Bias

TED Talks:

- [The Human Stories Beyond Mass Incarceration](#) by Eve Abrams
- [The Urgency of Intersectionality](#) by Kimberle Crenshaw
- [The Trauma of Systemic Racism is Killing Black Women](#) by T. Morgan Dixon and Vanessa Garrison
- [Don't Be A Savior, Be An Ally](#) by Rayna Gordon
- [From Reform to Abolition: The Future of the U.S. Prison System](#) by Emma Harrison
- [Racism Has A Cost for Everyone](#) by Heather McGhee
- [How To Overcome Our Biases? Walk Towards Them](#) by Verna Meyers
- [Am I Not Human?](#) By Marlon Peterson
- [We Need To Talk About An Injustice](#) by Bryan Stevenson

- [How To Deconstruct Racism, One Headline At A Time](#) by Baratunde Thurston

Articles and Other Resources:

- Teaching 6 Year Olds about Privilege and Power
<https://www.kqed.org/mindshift/54150/teaching-6-year-olds-about-privilege-and-power>
- Scholastic “Rising Voices Library”
<http://teacher.scholastic.com/education/rising-voices/index.html>

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