

Self awareness, self-regulation of emotions; compassion for self; setting healthy goals for self; cultural competence

Historically Responsive Education
HISTORIES. IDENTITIES. LITERACIES. LIBERATION.

Culturally & Historically Responsive Education + SEL

28

Relationship skills; communication skills, reflection, active listening, collaboration; decision making

Historically Responsive Education
HISTORIES. IDENTITIES. LITERACIES. LIBERATION.

Culturally & Historically Responsive Education + SEL

29

INTELLECT
Advancing students' knowledge put into action

SKILLS
Advancing students' content area skills and proficiencies

IDENTITY
Advancing students' knowledge and affirmation of self and others

CRITICALITY
Advancing students' understanding of oppression, equity, and anti racism

JOY
Advancing students' happiness by elevating beautiful and truthful images, representations and narratives about self and others.

Historically Responsive Education

Emotional intelligence; knowledge of the world (people, places, histories, current events); important concepts

Culturally & Historically Responsive Education + SEL

30

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Historically Responsive Education

HISTORIES. IDENTITIES. LITERACIES. LIBERATION.

Social awareness, understanding & empathy for others; resilience; compassion for others; transformation; building a better humanity

Culturally & Historically Responsive Education + SEL

31

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Historically Responsive Education

Healing; hope, wellness; seeing beauty in self and world

Culturally & Historically Responsive Education + SEL

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Historically Responsive Education
HISTORIES. IDENTITIES. LITERACIES. LIBERATION.

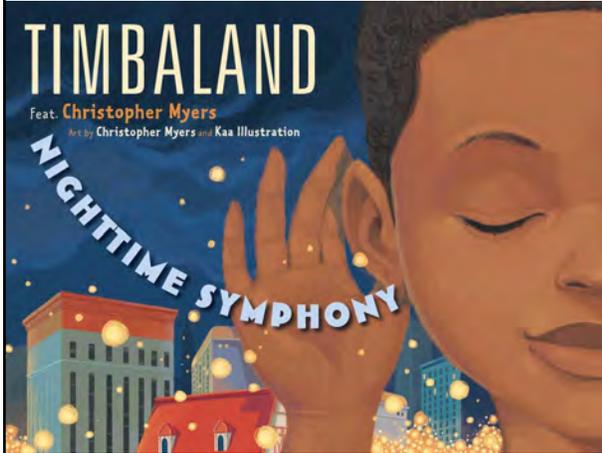
Teaching students how to name, question, understand and disrupt any form of hurt, pain and harm in the world. *Teaching & learning for social justice and equity.*

Culturally & Historically Responsive Education

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READ ALOUD EXAMPLE

31



Identity: Which sounds are soothing and peaceful to you? (students are asked to think about their interests and preferences)

Skills: Can you retell the story? (standards related to plot, setting, and characters)

Intellectualism: What is a symphony? (new knowledge is symphony)

Criticality: Why do we need sounds of peace in the world. *What are examples of injustice?* (criticality language of injustices)

Joy: What are sounds and songs that give beauty in the world? (joy is the beauty)

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ELEMENTARY PK-2

33

PreK-Lesson: Composing and Gluing Our Cut Shape Collages (from NYC Teachers)

Identity: Students will learn how art is a way to express their ideas, feelings, and interests.

Skills: Students will learn how to compose by combining shapes. Students will learn how to apply glue evenly.

Intellect: Students will understand what is a collage.

Criticality: Students will learn how their artwork can include their voice and perspective in the world.

Joy: Students will enjoy sharing their artwork with others.

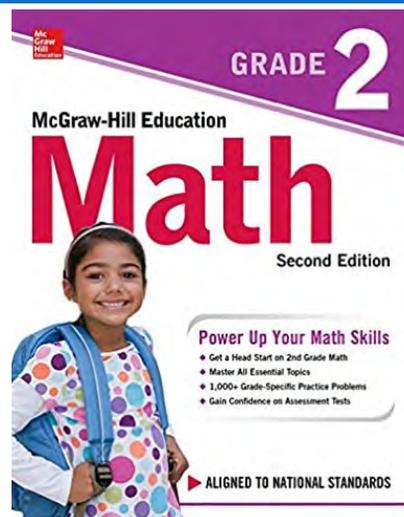
Family/Caregiver Connection

Families will follow directions on how to create collages at home



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Skills: Students will learn geometric concepts of shapes; decompositions of shapes



35

CHRE Makeover!

Culturally and Historically Responsive Math (Elementary)

Identity: Students will observe geometric shapes in their city and communities.

Skills: Students will learn geometric concepts of shapes and decompositions of shapes

Intellect: Students learn about community and its many forms.

Criticality: Students will learn the importance of maintaining and caring for community so that life could be sustained (strengthened).

Joy: Students will describe what they like best about their communities.



Home & Family Connection:
As a family, make a list of places that you love to visit in your community

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Culturally and Historically Responsive English Language Arts (Elementary)

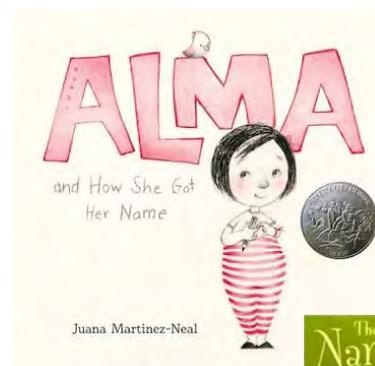
Identity: Students will think about names and the meanings of their names.

Skill: Students will learn how to write their names.

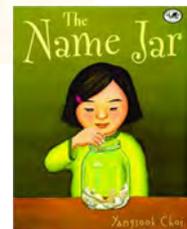
Intellect: Students will learn about naming traditions across different cultures.

Criticality: Students will identify ways some names are treated differently and unfairly in society.

Joy: Students will describe the stories and memories associated with their names.



Home & Family Connection:
What are our families' beloved names?



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OUR LEARNING PURSUITS



My Hair Doesn't
Need to be FIXED.
Society's View
of BEAUTY is
What's
BROKEN.

Identity: I can explain about the beauty of different types of hair.

Skills: I can ask and answer questions to understand the story (I R1, I R7, I SL1, I SL3)

SSI.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. I.1.c Awareness of America's rich diversity fosters intercultural understanding.

Intellectualism: I can define the concept of beauty and determine who gets to define it.

Criticality: I will know my self-worth.

Joy: I can name things I love best about me and I can name things I love best about someone else.

Home and Family Connection: Look through photo albums, magazines, tv shows, or on the internet to find and talk about different hair styles.




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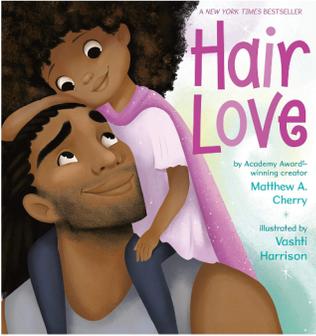
Anchor Text: Hair Love



Listen to Brown Boy Joy

Hair Love: Short Film





I Like Me!





I Feel Good



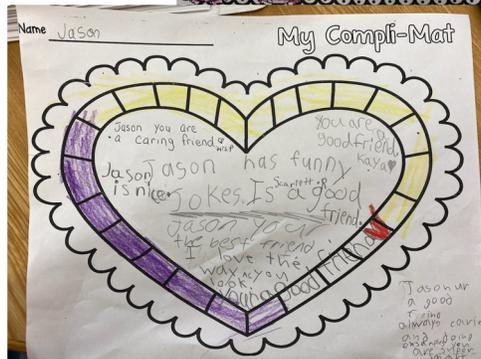
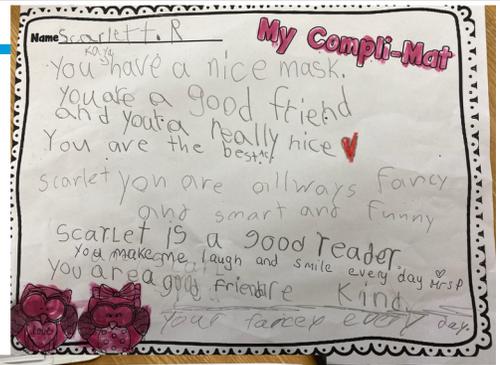
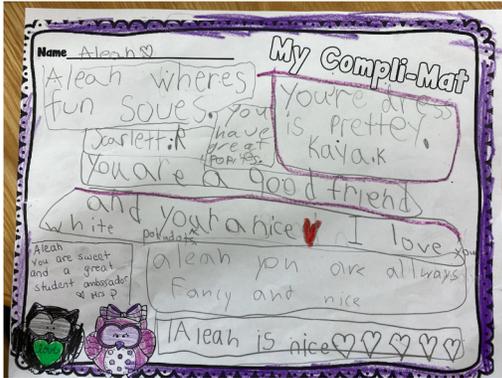




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Social Action Project

Create Compli-mats to help all students have a list of positive messages about themselves to refer to when they are feeling down.



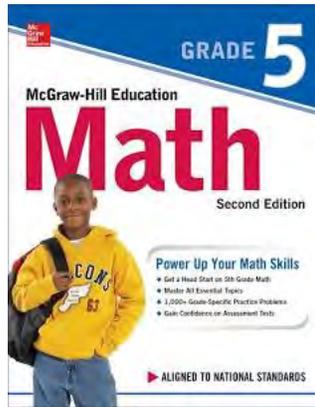
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ELEMENTARY 3-5

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Skill: Students will learn how to reason abstractly and measure distance quantitatively.

All the Math Your 5th Grader Needs to Succeed .This book will help your elementary school student develop the math skills needed to succeed in the classroom and on standardized tests.



math REVIEW	
Name: _____ Date: _____	
Solve each problem using the order of operations.	
Algebraic Thinking	$10 \times 16 + 23 =$ _____ $4 + 5 \times 3 =$ _____ $30 + 3 + 16 \times 33 =$ _____ $10 \times 6 + 3 =$ _____
Base Ten Numbers	Solve: _____ What happens to the decimal point when you multiply a decimal by a power of 10? $4.6 \times 1 =$ _____ $4.6 \times 10^2 =$ _____ $4.6 \times 10^3 =$ _____ $4.6 \times 10^4 =$ _____
Fractions	Solve: _____ _____ $\frac{2}{4} - \frac{1}{3} =$ _____ $1\frac{5}{6} - \frac{1}{2} =$ _____
Measurement and Data	Determine the total time spent outside by all of the children. Time Spent Outside Over the Weekend Hours $8 = 1 \text{ child}$
Geometry	Determine if each statement is true or false. Explain your answer. A triangle can have more than one right angle. A square is a specific type of parallelogram.

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Identity: Students will discover if they like to hike and be outdoors with nature.

Skill: Students will learn how to reason abstractly and measure trails/distance quantitatively. (Math)

Intellect: Students will learn about #BlackHikersWeek.

Criticality: Students will learn why it is important to see people of color and people with different abilities in outdoor spaces.

Joy: Students will learn how nature can elevate happiness.

#BlackHikersWeek

Home & Family Connection:

As a family, what type of outdoor activities do we enjoy? Draw a model of the trail of my family's hike this summer.

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Identity: Students will learn about indigenous people.

Skills: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Intellectualism: Students will learn about Indigenous People's Day.

Criticality: Students will learn about the importance of naming holidays that reflect truth, anti-oppression and diversity

Joy- Students will learn about the genius and joy of indigenous people.



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Learning Pursuits:



- **Identity-** Students will explain how skin colour is unique and How our own differences need to be celebrated each and every day.
- **Skills-** Students will learn about cultural differences and skin colour, including how melanin impacts the colour of skin.They will answer questions based on different texts, and identify the audience and the author's intended purpose/message.
- **Intellectualism-** Students will learn about pigmentation and melanin and define beauty from different perspectives.
- **Criticality-** Students will think critically & discuss colourism and how some skin tones have led to oppression.They will consider other aspects in our world that need to evolve in their inclusivity and representation.
- **Joy-** Students will learn how all skin tones are beautiful.

45

How did Bellen feel when the skin colour crayon did not match her skin tone?

Bellen Woodard

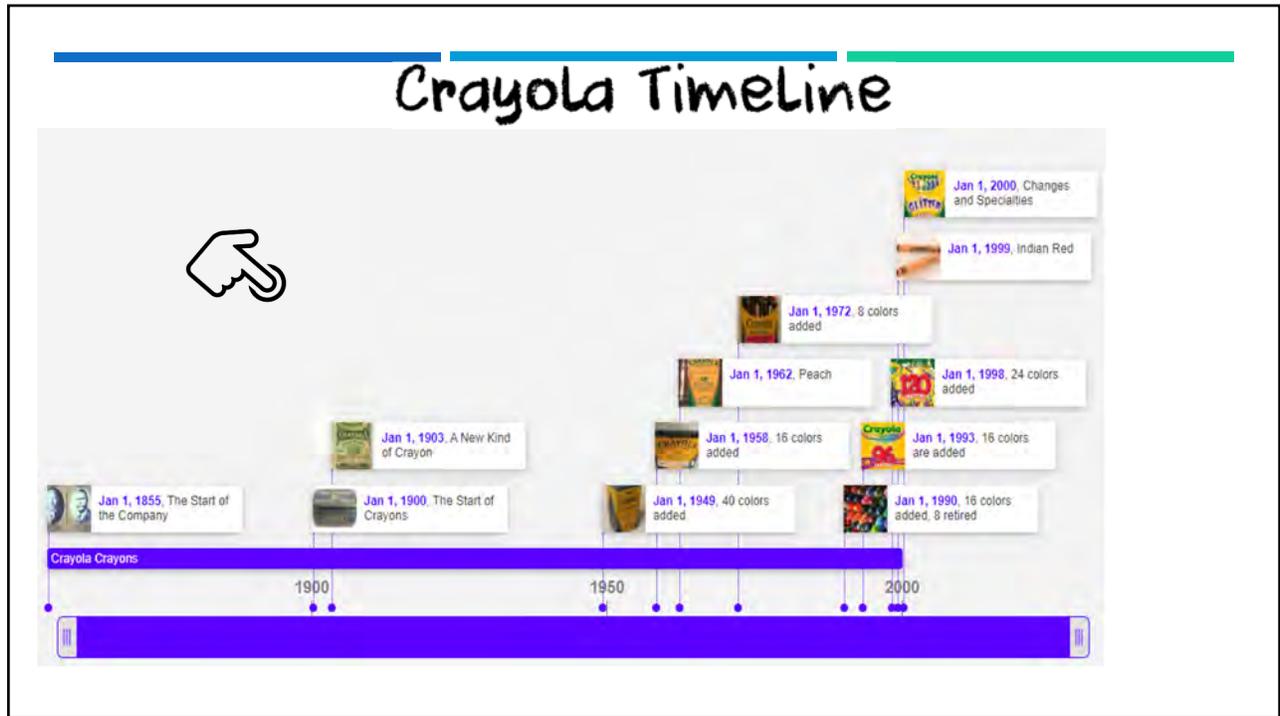
- Crayon Activist, Age 9



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JAN 1, 1962
Peach

Partly in response to the civil rights movement, Crayola decides to change the name of the "flesh" crayon to "peach." Renaming this crayon was a way of recognizing that skin comes in a variety of shades.



JAN 1, 1999
Indian Red

In response to educators' requests, "Indian red" is renamed "chestnut." Contrary to popular belief, the original name of this color was not meant to represent the skin color of Native Americans. Instead, the name referred to a reddish pigment from India that was often used in oil paints. The new name was the winner of a contest that attracted more than 250,000 entries. Other ideas for renaming the color included "crab claw red," "mars red," "baseball mitt," "red clay," and "old penny."

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As people, we are constantly learning and unlearning. We discover, design or change items every day.

Check out this new colour of blue that was just discovered!

What might you call it?

(How will you make sure your label is inclusive?)

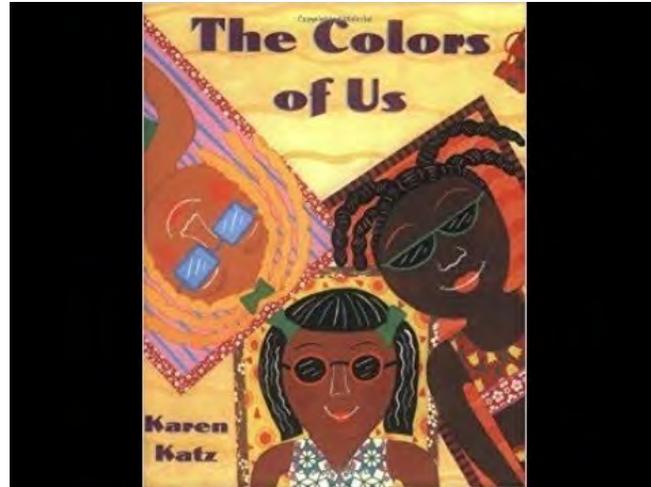
50



- What has BAND-AID learned?
- This is a brand new product. Why do you think it took companies, and people, this long to learn?
- What other companies/products could use a change?

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- What is the author's message?
- Why did the author write this?
- How does this book celebrate our differences?



52

The Science of Skin Colour



53

Write a persuasive letter to your principal convincing them as to why the school should purchase the “Colours of the World” crayons and the OURTONE Band-aids for the school.

Use your learning from this unit to persuade them.



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Music Connection



After listening to Beyoncé’s Brown Skin Girl, students can create their own music and write their own lyrics celebrating their own skin.

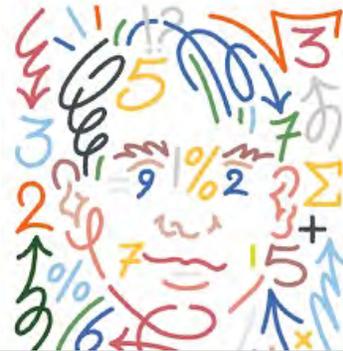
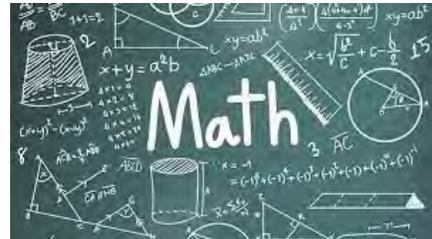
55

MIDDLE GRADES 6-8

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“I am Not a Math Person” Opening School Discussion Questions with Students

1. **Identity:** Share your personal experiences with mathematics learning and practice? *Do you see yourself as a “math person”?*
2. **Skills:** How can we see the world in mathematics?
3. **Intellectualism:** What does it mean when people say, “I am not a math person”? What is a “math person”?
4. **Criticality:** How is the phrase “I am not a math person” an example of negative self talk?
5. **Joy:** How are we all math people once we see wider meanings and uses for mathematics in our lives and the world?



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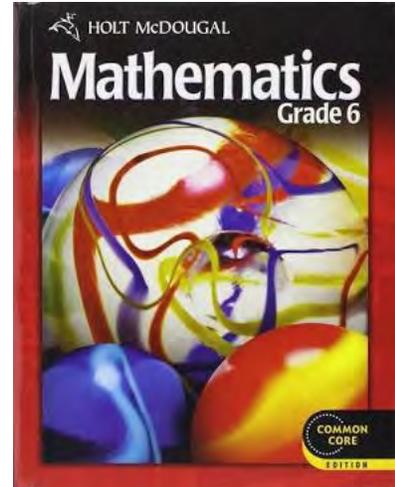
<p>Home & Family Connection: Students and families can discuss moment(s) when they've faced a stereotype.</p>	<p><u>Five Pursuits</u></p> <p>Identity: I can describe a time when I have experienced or witnessed exclusion.</p> <p>Skill: I can explain how characters, setting and plot interact to support and develop the theme.</p> <p>Intellectualism: I can learn about American policies and practices that were exclusionary to Asian Americans in the US (1882 Exclusion Act - today)</p> <p>Criticality: I can learn how micro-aggression, prejudice, stereotyping, and racism can affect someone's self-efficacy and their everyday lives.</p> <p>Joy: I can celebrate my identity through narrative writing and/or through art (ex: graphic novel, short story, memoir, slides/ppt, Picture, etc.)</p>	<p>There's been a rise in anti-Asian attacks. Here's how to be an ally to the community</p>
<p>Teacher: Mr. K, Ms. Alvarado, Ms. Arce & Ms. Hoenzsch</p> <p>Grade: 8th</p> <p>Unit: "The Value of Being Different and Accepting Yourself"</p>		

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	<p>Identity: Students will learn the which muscles on the physical body are developed from lacrosse.</p> <p>Skills: Students will learn how to play lacrosse.</p> <p>Intellect: Students will learn the history of lacrosse without and outside of communities of color.</p> <p>Criticality: Students will unpack race and sports. What the politics of lacrosse (accessibility)?</p> <p>Joy: Students will learn the physical (body) benefits of engaging in lacrosse.</p>
<p>Home & Family Connection: As a family, engage in a fun collective exercise together.</p>	

59

Skills: Students will find the percent of a number.



60



Culturally and Historically Responsive Math

Identity: Students will identify themselves as a creator of video games to learn about the diversity background in the gaming industry. *Students will analyze the salaries of different professionals in the the gaming industry.*

Skills: Students will compare the revenue of the gaming industry by finding the percent of a number.

CHRE
Makeover!

Intellectualism: Students will learn more about the gaming industry as it relates to growth and revenue throughout the years.

Criticality: Students will learn how different ethnicities are represented in the gaming industry and in the games.

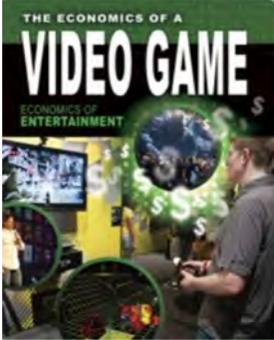
oy: Students will present/create/brainstorm a game they would like to make and present to the class.

Home & Family Connection:

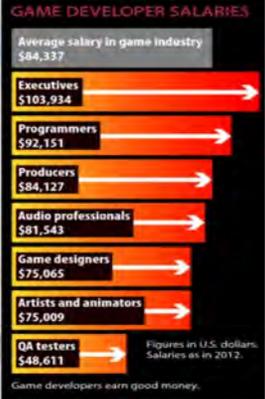
As a family, discuss the different types of video games you've played. What's your experience with video games?

61

LAYERED TEXT



The Economics of a Video Game By Kathryn Hulick



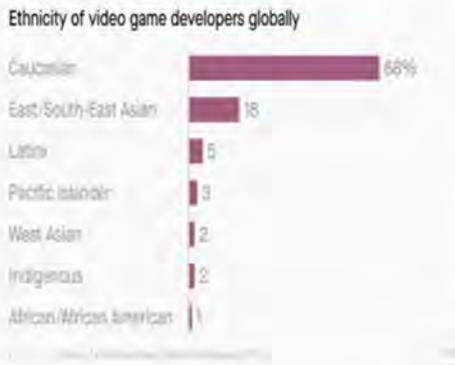
Infographic of Game Developer Salaries



Infographic - Console Prices Through the Years (1977-2013)

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LAYERED TEXT



Ethnicity	Percentage
Caucasian	66%
East/South-East Asian	18
Latin	5
Pacific Islander	3
West Asian	2
Indigenous	2
African/Wfrican American	1

Let's look at these percentages to think about who is profiting from the video game industry. If there is a gaming company that employs 1000 employees, how many African American employees would be at this company?

Analicemos estos porcentajes para pensar quién se beneficia de la industria de los videojuegos. Si hay una empresa de juegos de azar que emplea a 1000 empleados, ¿cuántos empleados afroamericanos estarían en esta empresa?

Examinons ces pourcentages pour déterminer qui profite de l'industrie du jeu vidéo. S'il y a une société de jeux qui emploie 1000 employés, combien y aurait-il d'employés afro-américains dans cette société?

63

HIGH SCHOOL GRADES 9-12

64



Identity: Students will explore and come to understand relationship with time (individual vs. their communities)

Skills: Students will be able to describe in Spanish how they spend their time

Intellect: Students will come to understand how time has been measured and perceived differently across cultures (geographically, temporally)

Criticality: Students will reflect on the impact western European measurements and domination of time have had on the rest of globe and other methods of existing in time

Joy: Students will gain ownership of their time and become mindful of how they find joy in their time, by sharing what they enjoy doing with their time

HOME & FAMILY CONNECTION

Try to spend time doing something NEW with the people important in your lives

Describe in Spanish how you spent time with the people who are important to you

Piedra del Sol, unknown, 1250/1500

Vanitas - Still Life with Books and Manuscripts and a Skull, Edwaert Collier, 1663

Salvador Dali, "The Persistence of Memory," 1931

Melting Men: Nêle Azevedo

The Dialogue: Mineko Grimmer

Luxor Temple Obelisk, built during the reign of Ramesses II (c. 1279-1213 B.C.E.)

Stonehenge, appx. 3000 BC to 2000 BC

*[About Time: Fashion and Duration \(Extended Exhibition Preview\) | Met Fashion](#)

[Arlene Shecher: Sculpting Time | Art21 "Extended Play"](#)

*[William Kentridge: "Breathe" | Art21 "Extended Play"](#)

65

ELAGSE I-12L3: APPLY KNOWLEDGE OF LANGUAGE TO UNDERSTAND HOW LANGUAGE FUNCTIONS IN DIFFERENT CONTEXTS, TO MAKE EFFECTIVE CHOICES FOR MEANING OR STYLE, AND TO COMPREHEND MORE FULLY WHEN READING OR LISTENING.

Identity: Students will identify the different kinds of English accents and “slang” that they learned in their lives and that they have heard.

Skills: Students will make observations about and interpret various texts and multimedia that use different forms of English across cultures, regions, dialects, and countries.

Intellectualism: Students will learn about “Global Englishes,” the variety of forms of expression in the English language alone, including African American Englishes, Spanglish (Chicano Spanglish & Puerto Rican Spanglish, Konglish, indigenous Englishes, and Jamaican Patois).

Criticality: Students will evaluate the impact that British colonialism had on the expansion of the English empire, the English language, and Global South and minoritized peoples. They will also deconstruct notions of “good” and “bad” English.

Joy: Students will write a poem discussing their favorite words in their Englishes and other languages.

66

Identity: Students will identify the clothing and fabrics that are important to their own identities and cultures.

Skills: Students will learn about geometric transformations and symmetry.

Intellect: Students will learn about diverse fabrics across the continent of Africa.

Criticality: Students will learn how textiles help to sustain the economy across different African countries.

Joy: Students will identify the colors, patterns and fabrics that they like to wear for their own happiness.



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AT HOME WITH PARENTS/CAREGIVERS

68



Entrepreneur (2020)-Pharrell Williams ft. JAY-Z

Learning Theme- *Entrepreneurship*

1. **Identity:** What is business that you would love to create?
2. **Skills:** How much would you have to budget and save?
3. **Intellectualism:** What is entrepreneurship?
4. **Criticality:** What are the challenges (do you think) of starting a business?
5. **Joy:** How could your business help others?

**Parent/Caregiver/
Home Activities
with Music/Art**

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CHRE SCHOOL ASSESSMENT QUESTIONS

WHAT ARE QUESTIONS WOULD YOU ASK
YOUTH TO GAUGE THEIR
UNDERSTANDINGS AND DESIRE TO LEARN
**IDENTITY, SKILLS, INTELLECT,
CRITICALITY AND JOY?**

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Identity:

1. Do you feel like you have a voice in what you learn?
2. Do you feel valued in school?
3. How would you describe yourself to someone who didn't know you?
4. What culture(s) do you identify with?
5. What is one talent that a teacher didn't recognize in the past?
6. Do you have a strong sense of self? Do you know who you are and feel good about yourself?

Skills:

1. How do you learn best?
2. What skill(s) would like to learn this year and why?
3. Is it ok to get something wrong in class? Why?
4. What is something you learned to do? How did you learn it?
5. Are skills helping you to think or just prepare for the test? Or Both?

90

Intellectualism:

1. What topics do you want to learn about?
2. Are you learning things that are connected to life?
3. How does what you learn in school help you in the "real world"?
4. If you can have a class about any topic, what would it be about?
5. Do you learn about current events and history in all classes?

Criticality:

1. Would you like to learn about justice and how to make the world a better place?
2. Do you learn about justice, fairness, and equality at home?
3. Does our school offer opportunities to advocate for change?—to make communities better?
4. Do you feel safe and empowered at your school?
5. Do you feel everyone is treated equally in the world?

Joy:

1. Do you experience joy in our school?
2. How important is joy to you in school?
3. I think joy is _____.
4. What brings you joy in the morning?
5. How can we make it more joyful to learn in school?

**CULTURALLY AND HISTORICALLY RESPONSIVE FRAMEWORK
LEGACY UNIT PLAN**

Unit Theme: _____

PART 1

Title of Unit: <i>*Add the creative and clear title of the unit plan</i>	Grade Level: Number of Weeks/Class Periods: <i>*Add the intended grade level, content area and planned length of the unit plan</i>
Teacher: <i>*Add the teacher's first and last names</i>	
Essential Question(s): <i>*Add the essential (deep and thought provoking) question(s) that will be used to guide students' learning</i>	
Overview of Unit Plan: <i>*Add a 3-5 sentence summary/synthesis of the unit plan</i>	

LEARNING PURSUITS <i>*Use consistent language (i.e., students will learn ...) for each goal. The Depth of Knowledge verbs may also be used to craft goals</i>	<u>Identity:</u> <u>Skills:</u> (Select the disciplinary area(s) to be taught; add the aligned state learning standard) <i>English Language Arts-</i> <i>Math-</i> <i>Science-</i> <i>Social Studies-</i> <i>Visual Arts-</i> <u>Intellectualism:</u> <u>Criticality:</u>
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	<u>Joy:</u>
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PART 2

<p>TEXTUAL RESOURCES/LAYERED TEXT</p> <p><i>*Make bulleted list of the multimodal and diverse texts that will be used in the entire unit plan</i></p>	
<p>DISCIPLINARY STRATEGIES</p> <p><i>*List two detailed literacy strategies that will be used in the teaching of this unit</i></p>	
<p>HOME/FAMILY/CAREGIVER CONNECTION QUESTION OR ACTIVITY</p> <p><i>*Explain what families can do (or answer) together to support the learning in this unit</i></p>	
<p>MISCONCEPTIONS</p> <p><i>*Add any misconceptions that will be addressed in truthful ways related to the topic or theme of the/unit plan</i></p>	
<p>SOCIAL EMOTIONAL LEARNING</p> <p><i>*Add questions to be addressed that speaks to the social and emotional needs of students to focus on (anti) trauma, emotions and positive thinking and living</i></p>	

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PART 3

STUDENT SPARK <i>*Add how the teacher will start the unit plan on day 1. This should be engaging and motivating</i>	
UNIT BREAK DOWN <i>*In a sequential manner, write the summary of each day of the 1-2 week unit</i>	
CLOSURE <i>*Add how the teacher will close and conclude the unit plan</i>	
ASSESSMENT <i>*Copy and paste the five pursuits and in parenthesis (next to each pursuit,) add the ways the teacher will assess each goal in the unit</i>	
SOCIAL ACTION <i>*Add an idea of how students will connect learning to social action to combat inequities in their communities</i>	

LESSON PLAN: _____

Date: _____

Time: _____

LEARNING OBJECTIVES:

**Remember, the teacher does not have to teach all of the five pursuits in one lesson plan; add objectives for this lesson plan only*

MATERIALS NEEDED:

**Add any materials needed and used in the lesson plan*

LAYERED TEXTS:

**Add print and non-print layered texts used in the lesson plan*

VOCABULARY:

**Add any vocabulary taught in the texts*

STUDENT SPARK

**Add how the teacher will start the lesson plan.
This should be engaging and motivating*

BODY OF LESSON

**In a sequential manner, write what will take place in this lesson plan; add the literacy strategy(ies) used*

CLOSURE

**Add how the teacher will close and conclude the lesson plan*

ASSESSMENT

** Add the ways the teacher will assess each objective added for this lesson plan*

