

Learning Goals Adapted from Cultivating Genius (Muhammad, 2019)

<u>Identity</u> <i>How will your teaching help students to learn something about themselves and/or others?</i>	<u>Intellect</u> <i>What will your students become smarter about?</i>	<u>Skills</u> <i>What skills and content learning standards are you teaching?</i>	<u>Criticality</u> <i>How will you engage your thinking about power, equity, and anti-oppression in the text, in society and in the world?</i>	<u>Joy</u> <i>How will you cultivate happiness and elevate beauty in students' self-image and others?</i>
- Students will reflect on their dreams for a more equitable future - Students will consider their own power in shaping a more equitable future	- Students will analyze the role of speculative fiction in preserving or undoing racial stereotypes - Students will draw conclusions about the impact of speculative stories that erase Black people from the future	- Students will create a narrative story with explicit attention to characterization, plot, conflict, and theme - Students will read a wide range of Afrofuturist materials and use their prior knowledge to make meaning from the text	- Students will evaluate how power and privilege are used to shape narratives of the future. - Students will explore how Black people have used Afrofuturism to challenge power and dominance	- Students will consider how joy is embedded in Afrofuturist stories - Students will reflect how equitable futures might bring more joy and happiness to their lives

ART



Behind the Myth of Benevolence (2014) -Titus Kaphar

Culturally and Historically Responsive Framework - Dr. Gholdy Muhammad

Theme: Duality of American History

1. **Identity:** Students will think about the identities of "American Heroes" and African Americans during the Founding Era.
How will my instruction help students to learn something about themselves and/or others?
2. **Skills:** Students will analyze the art of Titus Kaphar in order to determine the main idea of his work.
How will my instruction build students' skills for the content area?
3. **Intellectualism:** Students will interpret images, colors, tone and symbols in Kaphar's work to determine the artist's message.
How will my instruction build students' knowledge and mental powers?
4. **Criticality:** Students will consider the complexities and contradictions of U.S. Founding Fathers.
How will my instruction engage students' thinking about power and equity and the disruption of oppression?
5. **Joy:** Students will consider the duality of their family history and the opportunity to create a brighter legacy.
How will my instruction help students to cultivate joy?

ELA/History/Humanities

Identity: I can talk about where I live and different things/resources that are available to me.

Skills: I can investigate, ask questions, explain and describe how the resources available in a community connect to the ways people in that community live. (e.g. jobs, roles, experiences, daily life)
Language- 1.2, 1.7, 1.9, 2.1, Social Studies- BI.1, BI. 2, B2.1, B3.1

Intellectualism: I can understand different contexts of where and how people live by making connections (similarities and differences) to where we live.

Criticality: I can disrupt the single story of what it means to live somewhere. (Students will learn about the beauty of diversity, representation)

Joy: I can see beauty and joy in Ontario and in my own community. What do you like best about where we live and work?

Home and Family Connection

Visit your local grocery store and discuss why certain food/speciality items related to culture/heritage is available here.
Discuss if the store has everything you need.

Essential Questions: *What is love? How can love make the world better?*

Identity: Students will define what love means to them. Students will name how they have witnessed or experienced love.

Skills: Students will learn and use synonyms for love. Students will learn how love observed in *Broom Jumpers*.

Intellect: Students will learn the meaning of various types of love. Students will learn the history of "jumping the broom."

Criticality: Students will learn about the history of African Americans not being allowed to participate in sanctioned, legal forms of matrimony.

Joy: Students will learn about the meaning of critical love.

Writing Extension: Write a letter to someone in your family whom you love.

Layered Text:

Nothing Can Change This Love (Sam Cooke)

Love is (Nikki Giovanni)

Homemade Love (bell hooks)

The Flower of Friendship (1827, *Freedom's Journal*)

Broom Jumpers,

2019



The Princess, 2018



Essential Questions: *How is Blackness beautiful? What do you love best about the beauty you hold and each other's beauty? How can beauty be celebrated?*

Identity: Students will identify how they are beautiful and learn about the beauty of different shades of Black.

Skills: Students will learn how language, beliefs, customs, and traditions help shape the identity and culture of families and communities. How does these things shape, *The Princess*.

Intellectualism: Students will learn the concept of beauty and who gets to define it.

Criticality: Students will learn about the incomplete and false ways others have defined beauty.

Joy: Students will see joy in their own skin and what they love about themselves.

Writing Extension: Write an "I am" poem.

Layered Text: *Brown Skin Girl* (Beyonce);

won't you celebrate with me (Lucille Clifton); *Brown Girl Dreaming* (Jacqueline Woodson)

TECHNOLOGY



IDENTITY: STUDENTS WILL IDENTIFY THEMSELVES AS A CREATOR OF VIDEO GAMES TO LEARN ABOUT THE DIVERSITY BACKGROUND IN THE GAMING INDUSTRY. THEY WILL ANALYZE THE SALARIES OF DIFFERENT PROFESSIONALS IN THE GAMING INDUSTRY.

SKILLS: STUDENTS WILL COMPARE THE REVENUE OF THE GAMING INDUSTRY BY FINDING THE PERCENT OF A NUMBER.

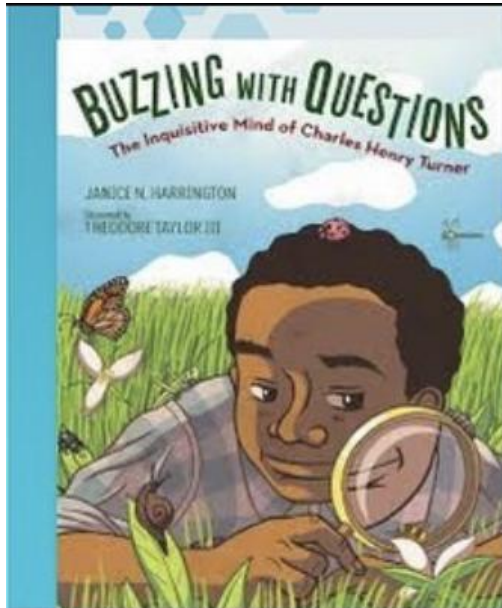
INTELLECTUALISM: STUDENTS WILL LEARN MORE ABOUT THE GAMING INDUSTRY AS IT RELATES TO GROWTH AND REVENUE THROUGHOUT THE YEARS.

CRITICALITY: STUDENTS WILL LEARN HOW DIFFERENT ETHNICITIES ARE REPRESENTED IN THE GAMING INDUSTRY AND IN THE GAMES.

JOY: STUDENTS WILL PRESENT/CREATE/BRAINSTORM A GAME THEY WOULD LIKE TO MAKE AND PRESENT TO THE CLASS.

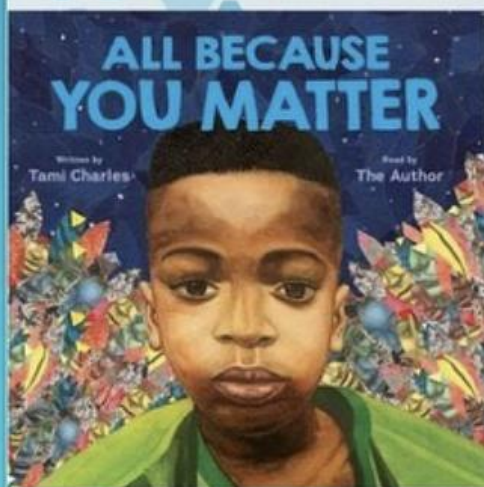
Home & Family Connection: As a family, discuss the different types of video games you've played. What's your experience with video games?

Science



1. **Identity:** What do you want to know more about?
2. **Skills:** Write out 5 questions you have about the world.
3. **Intellectualism:** Who is Charles Henry Turner?
4. **Criticality:** Why do we need to learn about Black male scientists?
5. **Joy:** What gives you happiness when you learn about it?

Charles Henry Turner was an American zoologist, educator, and comparative psychologist, known for his studies on the behavior of insects, particularly bees and ants. *Born 1867

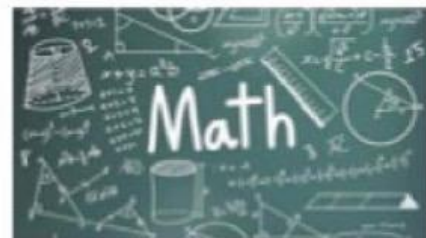


1. **Identity:** How do you matter?
2. **Skills:** What is matter? (science)
3. **Intellectualism:** What does it mean to matter?
4. **Criticality:** What do you do when someone makes you feel like you don't matter?
5. **Joy:** What is the best things you love about yourself? *Why should these things make you smile?*

Math

"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?





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

Skill: Students will learn to make sense of problems and persevere in solving them; Students will learn how to reason abstractly and quantitatively.

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.

Intellect: Students will learn about different hiking trails in their communities;
Students will learn about Black hikers in St. Louis who bring awareness to social issues.

#BlackHikersWeek

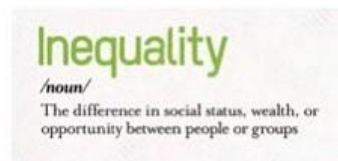
Criticality: Students will learn why it is important to see people of color in outdoor spaces.

Joy: Students will learn how nature can elevate happiness.

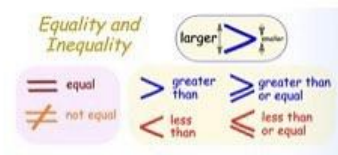
Article: How Black scientists and nature-lovers are using social media to elevate their voices

Teacher: *Billy Green* **Course:** *Algebra* **Topic:** *Solving Inequalities*

Learning Target: I will use the vocabulary of inequalities to empower my identities in America.



Identity: Students will use the vocabulary of Inequalities to compare/contrast their self-ascribed identities in relation to their American identity.



Skill: Students will draw comparisons of the differences of using the vocabulary of Inequalities in context (with people and their identities) and in content (with letter variables).



Intellect: Students will develop a deeper understanding of how the vocabulary of inequality impacts their lives and the communities they ascribe to.



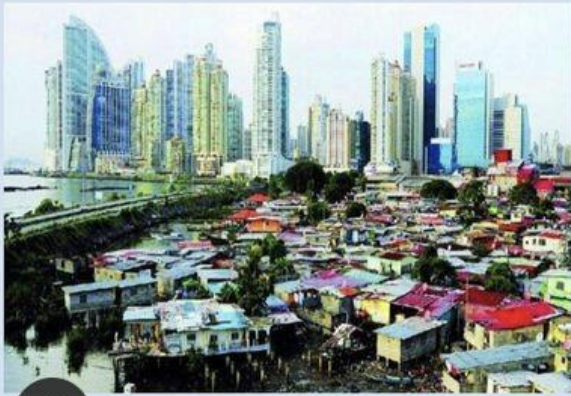
Criticality: Students will make connections using the vocabulary between their communities and America. Students will learn how to use this vocabulary to change the narrative of being "less than" /marginalized, to being "greater than" and empowered in America.

Joy: Students will learn that they have the power to change these words and symbols used against them to create their own happiness and path to being "greater than" in America.

Unit: Towers of Power?

Top 10 Tallest Building In The World For Being At Top Of World!!!

Building	Height (m)
Empire State Building	443.2 m
Petronas Tower	452 m
Taipei 101	508 m
CTF Finance Centre	500 m
One World Trade Center	541 m
Lotte World Tower	555m
Ping An Finance Centre	599 m
Makkah Royal Clock Tower	601 m
Shanghai Tower	632 m
Burj Khalifa	828 m



Identity: I can learn about skyscrapers by thinking about my community and ethnicity.

Skill: I can analyze the height of different buildings by comparing them using math symbols.

Intellectualism: I can discuss the symbolism behind skyscrapers by thinking of the story of it's design.

Criticality: I can decide who is represented or underrepresented in the narrative of a skyscraper by paying attention to race and economic status.

Joy: I can inform the world about the inequity of skyscrapers by sharing my perspective with evidence from two resources.

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.

