



BLACK STUDIES AS THE STUDY OF THE WORLD

A PK-12 Black Studies Curriculum
for New York City Public Schools

PROFESSIONAL LEARNING GUIDE

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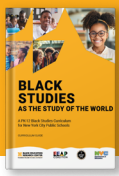
United Way
of New York City



Welcome

The Black Studies as the Study of the World: Professional Learning Guide is a five part resource designed for NYCPS educators to support with the implementation of the Black Studies Curriculum. To effectively utilize the Professional Learning Guide, educators, leaders, and coaches should begin by familiarizing themselves with the five distinct parts of the guide, each offering unique perspectives and practical tools for integrating Black Studies into educational settings.

Starting with an exploration of the curriculum's fundamental principles and the significance of Black Studies education, users can then delve into unpacking the curriculum guide, utilizing integrated learning plans, lesson plans, and bridging literacy connections. Moving forward, educators can engage with the virtual learning series, addressing pedagogical content knowledge for diverse topics from Ancient African Civilizations to the Geographies of the modern African Diaspora, and more. Leaders and coaches can further support school-wide implementation by developing professional learning models and strategies for effective interdisciplinary integration. Throughout this journey, accessing the virtual speaker series from leading scholars in Black education can provide valuable insights and inspirations to enhance the learning experience.



The Black Studies as the Study of the World: Curriculum Guide and lesson bundles can be downloaded from the NYCPS digital platform www.weteachnyc.org

Overview

Part I: Introduction

This section outlines the foundational principles, global perspective, and timely relevance of integrating Black Studies into New York City public school curricula, highlighting its significance and educational value.

- What is the Black Studies Curriculum?: Provides an overview of the curriculum's core principles.
- Black Studies as the Study of the World: Explores the global perspective inherent in Black Studies education.
- Why Black Studies? Why New York City? Why Now?: Delves into the significance and timeliness of incorporating Black Studies in educational settings.

Part II: Unpacking the Black Studies Curriculum Guide

This section provides a detailed framework for the Black Studies Curriculum, including objectives, lesson planning, literacy integration, and connections to other curricular areas, ensuring cohesive educational implementation.

- Curriculum Framework: Outlines the structure and objectives of the Black Studies Curriculum.
- Integrated Learning Plans (ILPs): Details the integration of Black Studies concepts into lesson planning.
- Lesson Plans: Offers guidance on creating engaging and impactful Black Studies lessons.
- Bridge to Literacy: Highlights the connection between literacy skills and Black Studies content.

Part III: Teaching Black Studies: Virtual Learning Series

This section presents a virtual learning series for teaching Black Studies, covering topics such as the African Diaspora, key readings, historical perspectives, African cultures, visual and expressive arts, and local cultural connections in New York City.

- Mapping the African Diaspora: Explores teaching the global Black experience.
- Teaching Black Studies through Reading: Recommends great books for all ages.
- Chronicling the Black Freedom Struggle in the U.S.: Covers historical perspectives from the 17th to 21st centuries.
- African Civilizations and Culture: Examines past and present African cultures.
- Teaching Black Studies through Art: Emphasizes visual literacies.
- Black Heritage and Cultural Communities in New York City: Focuses on local cultural connections.
- Teaching Black Studies through Music & Dance: Explores expressive arts in education.

Part IV: Leading and Supporting School-Wide Implementation

This section outlines the scope of professional development and details strategies for implementing Black Studies school-wide, providing a suggested plan for educators and administrators.

- Professional Learning Model - Scope of Learning: Outlines the scope of professional development.
- Professional Development Plan: Details strategies for implementing Black Studies school-wide.

Part V: Virtual Speaker Series from Leading Scholars in Black Education

This section features a virtual speaker series with titles like “On the History and Education of Peoples of African Descent” and “Why We Need a Black Studies Curriculum,” offering insights from leading scholars in Black education.

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Learn more at tc.columbia.edu/berc

Visit the Black Education Research Center’s website to access additional resources, including the virtual speaker series with titles such as “On the History and Education of Peoples of African Descent” and “Why We Need a Black Studies Curriculum,” featuring insights from leading scholars in Black education.

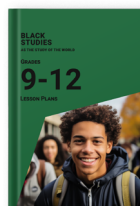
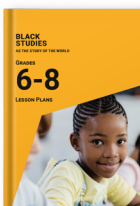
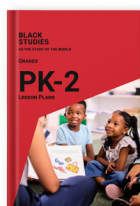
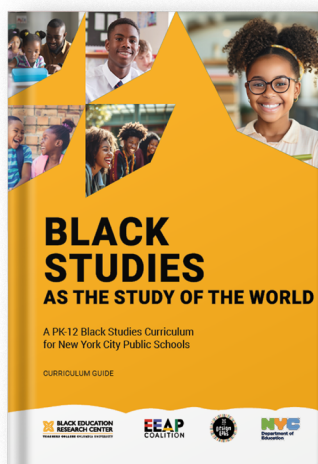
Part 1: Introduction

What is the Black Studies Curriculum? An Introduction to Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools

In a city as dynamic and diverse as New York, the student learning experience is enriched by the tapestry of cultural histories and perspectives that shape its neighborhoods and communities. As the first district-wide PK-12 curriculum of its kind, Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools (NYCPS) is the result of decades of scholarly research, community organizing, policy advocacy, and leadership committed to ensuring students have access to lessons that infuse the experiences of peoples of African descent in the U.S. and throughout the world.

As part of a landmark three-year project funded by the New York City Council known as the Education Equity Action Plan (EEAP), the Black Studies as the Study of the World curriculum and professional learning guide were developed for NYCPS through a collaboration of five organizations: United Way of New York City, Eagle Academy Foundation, Association of Black Educators of New York (ABENY), Black Edfluencers United (BE-U), and the Black Education Research Center (BERC) at Teachers College in partnership with NYCPS. Its primary aim is to provide a critical, interdisciplinary, curricular framework through which learners of all ages can study, understand, and appreciate an African-centered perspective that predates slavery and values unity, wholeness, cooperation, liberation, and education as the practice of human freedom.

This curriculum guide features an introduction to teaching and learning Black studies in New York City and detailed overview of the Black Studies Curriculum Framework for grades PK-12. As a pedagogical tool for teachers, the guide describes each of the curriculum components including the Integrated Learning Plans (ILPs), Lesson Plans, Bridge to Literacy, and Curriculum Connections. Additional resources included in the guide include the Teaching Black Studies Resource Directory and the Bridge to Literacy Book List. The PK-12 lesson plans are bundled together by the following grade bands: PK-2, 3-5, 6-8, and 9-12.



The curriculum guide and lesson bundles can be downloaded from www.weteachnyc.org
Search: Black Studies as the Study of the World

Black Studies as the Study of the World

Kofi Lomotey, Ph.D.

Black studies is the judicious and methodical exploration of the ideas and customs of Black people in their existing historical circumstances (Karenga, 2002). Consistent with Karenga's view, we define Black studies as the examination and analysis of the experiences of Black people throughout the world.

The comprehensive study of Black people has historically been absent from the curriculum in public schools across the United States. It was not until the 1960s that efforts began to be called for in a concerted way to meaningfully incorporate the experiences of Black people in the curriculum. Those calls were made initially by students – primarily at the secondary and tertiary levels (Colon, 2015). The current effort to systematically incorporate the experiences of Black people into the PK-12 curriculum in the New York City public schools is an effort to further address this historic omission.

When we speak of examination and analysis, we are referring to in depth exploration and study. Black people can be studied using a framework drawing on just one discipline – individually (e.g., history, or sociology, or psychology). That is, for example, Black studies can be explored looking solely from a historical framework, or solely from a psychological framework.

We define Black people as all people of African descent worldwide – on the continent of Africa and throughout the African Diaspora.

The experiences of Black people in the Americas include – but are not necessarily limited to:

- Adornments & Decorations (e.g., adinkra symbols of Ghana)
- Agricultural and Utilitarian Technologies (e.g., quilts and quilting)
- Art & Aesthetics (e.g., African dance)
- Ceremonies, Festivals & Rituals (e.g., Carnival)
- Communities & Populations (e.g., double consciousness)
- Cosmology, Spirituality & Religion (e.g., African Orthodox Church)
- Family, Kinship and Community (e.g., Kwanzaa)
- Language & Other Communication Forms (e.g., AAVE or African-American Vernacular English)
- Science, Technology & Mathematics (e.g., medicine)
- Socialization & Enculturation (e.g., signifyin' monkey) (Shujaa & Shujaa, 2015)

Black people can also be studied using a framework that draws upon more than one discipline – together [e.g., a socioeconomic framework (using sociology and economics together), or a sociolinguistic framework (using sociology and linguistics together) or, a psycho-political framework (using psychology and politics together).

Part I

These aspects of our experiences make up the culture of people of African descent. Culture is the collective knowledge of a people. People of African descent have continuously created their own culture as they have populated the continent of Africa – as well as the diaspora. Indeed, Black people have retained African culture wherever they have gone in the world. As Herskovits, Asante, and Diop tell us:

- ...the African past is no more to be thought of as having been thrown away by those of African descent than it is to assume that the traits that distinguish Italians or Germans or Old Americans or Jews or Irish or Mexicans or Swedes from the entire population of which form a part can be understood in their present forms without a reference to a preceding cultural heritage. (Herskovits, 1958, p.299)
- ...the culture of Black people worldwide is linked, despite the passage of time and changes in location (Asante, 1987).
- ...people of African descent throughout the world are contributors to and participate in the creation of African cultural history. Indeed, African cultural unity exists within the continuation of African culture in the Americas (Diop, 1991).

The components of these collectively developed cultural traits of Black people have been referred to as Africanisms. They are retained elements that are derived from the continent of Africa. These African cultural continuities and retentions are acutely rooted in the make-up of the Americas (Shujaa & Shujaa, 2015).

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Why Black Studies? Why New York City? Why Now?

Watch the video “Why Black Studies? Why New York City? Why Now?” on the Black Education Research Center (BERC) website: <https://www.tc.columbia.edu/berc/>. This compelling video delves into the significance and timely relevance of integrating Black Studies into New York City’s educational landscape.

As educators, take time to reflect on these questions:

- What are the ways in which Black Studies might impact all of our students’ understanding of global history and American history?
- How might Black Studies enrich our curriculum and foster cultural relevance in our classrooms?
- What stories about the Black experience in New York City and New York State are important to foster students’ sense of citizenship and belonging?
- How would you answer these questions?
 - Why Black Studies?
 - Why New York City?
 - Why Now?

“The official launch of the new PK-12 Black Studies Curriculum for New York City Public Schools is monumental for our scholars and our city. For the first time, our public school students will have the opportunity to learn about the contributions and legacies of early African civilizations, African-American history, and the modern-day African diaspora.”

NYC Council Speaker Adrienne Adams

“As the first district-wide PK-12 curriculum of its kind, the Black Studies as the Study of the World curriculum reflects decades of scholarly research, community organizing, policy advocacy and leadership committed to ensuring students have access to lessons that infuse the experiences of people of African descent in the U.S. and throughout the world.”

**Dr. Sonya Douglass, Founding Director
of the Black Education Research**

Part II: Unpacking the Black Studies Curriculum Guide and Lesson Plans

This section provides detailed unpacking tools for reviewing the Curriculum Guide’s Curriculum Framework and Integrated Learning Plans (ILPs), as well as the Lesson Plan Bundles for **Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools** (available to view or download from www.weteachnyc.org). These tools will help educators understand and integrate Black Studies concepts into lesson planning, connecting literacy skills with Black Studies content, and aligning Black Studies lessons with other curricular areas. Educators are encouraged to utilize these resources to enhance their teaching strategies and foster a richer educational experience.

The Black Studies Curriculum Framework

The Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools curriculum framework spans from pre-kindergarten to twelfth grade and thematically aligns with the content areas of the New York City Social Studies Scope and Sequence. Lessons on each grade level draw from these themes and include topics such as the study of early African civilizations, the global migrations of African people throughout the African Diaspora, the continuum of the Black experience in America from the 17th century, as well as Black history in New York State and local Black histories from New York City.

The lessons are interdisciplinary, culturally affirming, and relevant to all NYC students as they study the history and contemporary landscapes of the United States, Africa, and the world. This framework is designed to offer educators a way to envision how to integrate Black Studies content into their curriculum throughout the course of the school year.

The Black Studies Curriculum Framework for Grades PK-5 and Grades 6-8 appear on the next two pages.

Curriculum Framework Grades PK-5

Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for NYC Public Schools

PK	My Community and Me	Cultures in My Classroom		The Environment and Me		Change and Growth All Around Me
K	Celebrating Diversity and Difference		Black American History	Ancient African Community Studies	Black Cultural Traditions	
1	Black Families	Black Families Now and Long Ago	Black Community Culture and Activism	Black American History		
2	African American Communities	Historic Black Communities in New York City	Urban, Suburban, and Rural Communities and Migrations	Contemporary Communities: Issues and Change		
3	The African Continent	The African Diaspora	Case Study: Nigeria (Extended Learning)	Case Study: Egypt (Extended Learning)	Case Study: Peru (Extended Learning: Afro-Peruvian History and Culture)	Case Study: Universal Human Rights and The UN Convention on the Rights of the Child
4	From Africa to the Americas: Black/African Migrations and Cultural Continuity and Change	Early African Explorations to the Americas	Africans in New York During the Colonial and Revolutionary Periods	The Black Freedom Struggle in New York		Case Study: Additional African and African Diasporan Nations (Reflective of African, Caribbean, and Other African Diasporan Populations in NYC)
5	Africans in Europe	African Exploration to the West	Case Study: Haiti		The African Presence in the West Today	

Curriculum Framework Grades 6-12

Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for NYC Public Schools

6	The Geography of the African Continent	Archeological Explorations of Ancient African Civilizations of the Classical Era	African Religious and Spiritual Traditions	African Contributions to Greek and Roman Civilizations	The Influence of Power on Global Geographies, Societies, and Human Rights	Africa and the Mediterranean and Indian Ocean Worlds
7	Africans in the Age of Colonization and the Fight Against Enslavement in Africa and the Americas	Blacks and the American Revolution	Blacks and the U.S. Constitution	The Black Freedom Struggle in the U.S.	Blacks and the Civil War	Emancipation
8	Black Reconstruction	The Building of Black America	African Americans and World War I		African Americans and World War II	African American Political Leadership
9	Ancient African Civilizations	African Exploration to the East and West	Kingdoms and Queenoms of Africa	African Unification and Liberation	Africa and the Americas Pre-1600	African Encounters with Europeans: Slave Wars and the "Dawn" of Colonization 1400-1750
10	African and African Diaspora History (18th Century)	African and African Diaspora History (19th Century): The Age of European Colonization	African and African Diaspora History (20th Century): The Age of Colonization, Decolonization, Nationalism, and Black Liberation		Africa and the African Diaspora: Modernization and Globalization	African Futurism
11	Black U.S. History (1607-1800)	Black U.S. History (1800-1865)	Black U.S. History (1865-1900)	Black U.S. History (1890-1941)	Black U.S. History (1941-Present)	Black U.S. History (1990s-Present)
12	Government: The Black/African American Fight for Political Rights and Participation in American Politics		Economics: American Capitalism and the Exploitation of Black Labor; Economic Disenfranchisement and Barriers to Black Wealth Building		Economics: Black Economic Empowerment	

The Integrated Learning Plans (ILPs)

The Integrated Learning Plan (ILP) serves as a guide for teachers, detailing the curriculum for each grade level and its specific lessons. At the beginning of each grade, the ILP offers a narrative description, an overview, of how the Black Studies Curriculum intersects with or expands upon the content of the NYCPS social studies curriculum. For the entire grade, this document includes essential questions, learning objectives, a summary of activities and projects, important teacher notes, and the “Bridge to Literacy,” which is a curated list of book recommendations related to the themes of each grade level.

Following this overview, the ILP provides a concise breakdown for each lesson within the grade, including essential questions, objectives, NYCPS standards, and learning experiences. This structured approach ensures that teachers have a clear and cohesive roadmap for effectively delivering the curriculum.

Integrated Learning Plan (ILP) Unpacking Tool

Directions: To effectively utilize the Integrated Learning Plan (ILP) Unpacking Tool, educators should review the ILP overview for their specific grade level, engage with the guiding questions provided in each section of the table, reflect on these prompts to respond thoughtfully in the designated space, integrate their own teaching philosophy and approaches to education, customize lesson plans based on their responses, and continuously iterate and refine their planning process. By following these steps, educators can tailor the ILP to meet the diverse needs of their students, align it with the goals of the Black Studies Curriculum, and create an inclusive and engaging learning environment rooted in Black Studies.

Black Studies Lesson Plan Unpacking Tool

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Integrated Learning Plan (ILP) Unpacking Tool

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Grade Level		
ILP Section:	Guiding Questions:	Noticings & Wonderings:
Black Studies Overview	How does the Black Studies Curriculum integrate with the NYCPS curriculum at this grade level?	
Framing Questions	What are the key questions driving the curriculum for this grade level?	
Learning Objectives	What are the specific learning objectives outlined for this grade level?	
Activities & Projects	Can you summarize the activities and projects planned for this grade?	
Teacher Notes	Are there any important notes or considerations to keep in mind while delivering this curriculum?	
Bridge to Literacy	How can the curated list of book recommendations enhance the themes of this grade level?	
Lesson Breakdown	What are the essential questions for each individual lesson within this grade?	
	What specific objectives are set for each lesson?	
	What are the key learning experiences designed for each lesson?	
Classroom Integration	Where does this fit in with my overall classroom curriculum?	

Black Studies Lesson Plan Unpacking Tool

PAGE 1 OF 2

Directions: To effectively utilize the Black Studies Lesson Plan Unpacking Tool, educators should carefully consider each section of the tool, including the big idea, enduring understanding, driving/essential questions, standards addressed, prior knowledge, common misconceptions, materials & technology, time allocation, lesson objectives, vocabulary, hook, “I Do, You Do, We Do” model, checks for understanding, closing activities, student reflection, accommodations, and lesson extension/homework. By engaging with these components thoughtfully, teachers can develop comprehensive lesson plans that center a Black Studies pedagogical approach, cater to diverse learner needs, and create an inclusive and engaging learning experience rooted in Black Studies principles.

Section:	Guiding Questions:	Responses
Big Idea	What is the central concept that students are expected to grasp by the end of the lesson? How can you relate this concept to real-world scenarios, students' personal experiences, or your classroom curriculum?	
Enduring Understanding	What is the major takeaway or essence of the lesson that students should understand?	
Driving/Essential Questions	How do the essential questions encourage critical thinking and deeper understanding? How might you adapt these questions to challenge students at different learning levels?	
Standards Addressed	Which educational standards are being addressed in this lesson? How can you incorporate additional interdisciplinary standards to enrich the learning experience?	
Prior Knowledge	What prior knowledge is necessary for students to fully engage with the lesson content? How can you connect this prior knowledge to introduce new concepts effectively?	
Common Misconceptions	Are there any common misconceptions that students may have about the topic? How can you address these misconceptions through engaging activities or discussions?	
Materials & Technology	What materials and technology are required for the successful delivery of this lesson? How can you leverage technology or alternative resources to enhance student engagement?	
Time Allocated	How many days are allocated for this lesson? How might you adjust the time allocation based on student responses and engagement during the lesson?	
Lesson Objectives	What are the specific objectives that students are expected to achieve by the end of the lesson? How can you tailor these objectives to meet the individual learning needs of your students?	

Black Studies Lesson Plan Unpacking Tool

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Section:	Guiding Questions:	Responses
Vocabulary	Which key vocabulary terms need to be emphasized during the lesson? How can you create interactive activities to reinforce the understanding of these terms?	
Hook	How does the hook connect the lesson to students' identities and prior knowledge? How can you personalize the hook to resonate with the diverse backgrounds of your students?	
"I do, You Do, We Do"	How is the Gradual Release model implemented in the lesson? How can you provide additional support or challenges during the "You Do" phase based on student responses?	
Checks for Understanding	What strategies are used to assess student understanding throughout the lesson? How can you modify these strategies to accommodate different learning styles in your classroom?	
Closing Activities	What activities are planned to bring closure to the lesson? How can you encourage student participation and reflection during these closing activities?	
Student Reflection	How does the lesson incorporate opportunities for student reflection? How can you facilitate meaningful discussions around student reflections to deepen their understanding?	
Accommodations	What accommodations, modifications, or scaffolds are provided for diverse learners? How can you further customize these supports to cater to individual student needs within your classroom?	
Lesson Extension/ Homework	How are students encouraged to further engage with the lesson content outside of the classroom? How can you involve families or communities in these extension activities to foster collaborative learning experiences?	

Part III: Teaching Black Studies: Virtual Learning Series

Explore Part III of the Teaching Black Studies: Virtual Learning Series that delves deep into Black Studies as the Study of the World to provide teachers with vital pedagogical content knowledge about the broad themes of the Black Studies Curriculum (BSC). This video series covers presentations on a range of topics including mapping the African Diaspora, Black literacy and literature for all ages, historical perspectives on the Black Freedom Struggle, examinations of African civilizations and culture, integrating visual arts into education, exploring local cultural connections in New York City, and incorporating music and dance in teaching Black Studies.

Videos from the BERC Virtual Learning Series 2023-2024 are available via the **Black Studies as the Study of the World** Collection on <https://www.tc.columbia.edu/berc/>

Mapping the Field of Black Studies

In this session, teachers will explore the different frames researchers and scholars use to think about Black Studies and its importance in our world. By considering various orientations scholars have taken in framing Black Studies, teachers will understand how it serves not only as a historical examination of Black people's contributions and placement in society, but also as a movement to center Blackness and Black voices in research, knowledge-building, and social progress discussions. This session also provides an overview of the Black Studies Curriculum, including a brief summary of its implementation across various grade levels and an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade 1, Lesson 2: Black Families are Important

Grade 4, Lesson 3: Black New Yorkers & the "Empire State of Mind"

Grade 7, Lesson 5: Black Soldiers During the Civil War Part 1

Grade 9, Lesson 2: Respect the Technique: Pre-Colonial Master Builders of Culture

Part III

Mapping the African Diaspora: Teaching the Global Black Experience

In this session, teachers will explore definitions of the African diaspora and begin mapping the major streams of Black migration both within and out of Africa. Through an examination of maps and graphics, teachers will chart the voluntary and forced movement of Black people, with particular attention to the merchant trade routes in Africa, the transatlantic slave trade, and migration patterns of Black people in the United States. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade 1, Lesson 6: A Family Long Ago-The Benin Kingdom

Grade 3, Lesson 2: Celebrations of Dance Across African Cultures

Grade 6, Lessons 1-9: Geographies of the African Continent

Grade 9, Lesson 4: African Liberation: Declarations of Independence- Haiti and the U.S.

Teaching Black Studies through Reading: Great Books for All Ages

In this session, teachers will engage with Black Studies through the lens of literacy. Through an historical exploration of literacy in the Black community and a look at the importance of Black stories in literature, teachers will gain insight on the power of teaching literacy through a Black Studies lens as well as see variety of texts that could be used within their own classrooms. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade PK, Lesson 1: What is My Name

Grade 4, Lesson 5: The Power of Poetic Expression

Grade 8, Lesson 4: Greenwood & The Tulsa Race Massacre

Grade 11, Lesson 3: Introduction to Reparations

Part III

Chronicling the Black Freedom Struggle in the U.S.: 17th-21st Centuries

In this session, teachers will gain a historical background on the freedom struggle for Black people throughout the global diaspora during the 17th - 21st centuries, with a particular focus on Black people in the United States. Teachers will trace the Black freedom fight during several key movements in history including the Abolitionist movement, the New Negro Movement, the Civil Rights Movement, Afrofuturism and The Black Speculative Arts Movement. Through this historical survey, teachers will be able to articulate the many ways that Black people have resisted discrimination and championed freedom throughout history through collective action. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade PK, Lesson 5: Transformation: Juneteenth

Grade 4, Lesson 2: Black Education During Enslavement

Grade 8, Lesson 1: Ida B. Wells - Investigative Journalism and the Reconstruction

Grade 12, Lesson 5: Black Genius in the Apparel Industry

African Civilizations and Culture: Past and Present

In this session, by understanding the conceptual underpinnings of what makes a tribe and a civilization, teachers will see the complexities and richness of the nations in Africa throughout history. These artifacts and histories help combat the narrative of savagery and primitivism often associated with the African continent and its diaspora. After this, teachers will shift their gaze to modern Africa and understand how present-day activists seek to showcase the lively culture thriving within the nations of Africa and its diaspora while also shining a light towards visions of Black excellence encompassed in Afrofuturist thought. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade K, Lesson 4: Ancient African Community Study: The Great Mali Empire

Grade 3, Lesson 5: Rooted in Values

Grade 6, Lesson 2: An Archaeological Dig: The Kingdoms of Kush and Aksum

Grade 9, Lesson 3: African Civilizations: Aksum and Stelae

Part III

Teaching Black Studies through Art: Visual Literacies

In this session, teachers will understand how visual arts and the examination of works by Black artists act as a lens to both learn about and teach Black history. Teachers will gain an introductory toolkit for how to critically engage with visual art in order to better understand how art is used to document historical time periods and how the inclusion of art within the curriculum allows for a more robust retelling of the stories embedded in Black history. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade K, Lesson 2: Adinkra Symbols: Values

Grade 5, Lesson 4: Exploring Haitian Art as a Window Into History & Culture

Grade 8, Lesson 6: Power to the People: The Black Panther Party's 10-Point Program

Grade 12, Lesson 5: Black Genius in the Apparel Industry

Black Heritage and Cultural Communities in New York City

In this session, teachers will focus on New York City as a location filled with Black communities that are rich in culture and historical significance. By grounding themselves in definitions of home-place and culture, teachers will explore various heritage sites in NYC, learning how to use public spaces, maps, and building themselves as curricular artifacts. Teachers will also explore how to use online technologies (e.g. Google "My Maps") as a way to chart and explore heritage sites in NYC. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade 2, Lesson 6: Sandy Ground, New York's 1st Free Black Community

Grade 2, Lesson 7: Seneca Village: Life Before Central Park

Grade 2, Lesson 8: The Great Migration: A Wave of Change For Black Communities in NYC

Grade 2, Lesson 9: The Harlem Renaissance: A Celebration of Black Culture in a Black Community

Grade 2, Lesson 10: Black Communities Change Over Time

Grade 4, Lesson 3: Black New Yorkers & The "Empire State of Mind"

Grade 4, Lesson 4: Resilience: The Great Migration and The Harlem Renaissance

Grade 7, Lesson 1: "We Wish to Plead Our Own Cause": A Free Black Press Part 1

Grade 8, Lesson 3: American Heroes: New York's The Harlem Hellfighters of World War I

Grade 11, Lesson 3: Introduction to Reparations

Grade 11, Lesson 4: The Case for Reparations: "So, That's Just One of My Losses"

Grade 11, Lesson 5: The Case for Reparations: Making a Second Ghetto and Revitalizing the System of Debt Peonage Through Plunder

Teaching Black Studies through Music & Dance

In honor of African American Music Appreciation Month, teachers will engage with the rich and diverse history of Black music and dance. Teachers will gain an understanding of the multiple roles of dance and somatic aesthetic experiences within education. Also, teachers will see how the use of music, song lyrics, and other non-traditional texts in a curriculum allows for greater engagement with the skills and themes presented. By connecting contemporary artistic expressions to both current events and historical contexts, teachers will allow students to see themselves as both participants and historians of their own cultural practices. This session also provides an overview of the Black Studies Curriculum with a brief summary of the curriculum across various grade bands as well as an explanation of the general structure of lessons within the curriculum.

Linked BSC Lessons:

Grade PK, Lesson 1: What's My Name?

Grade 1, Lesson 1: My Family and Its Lineage

Grade 2, Lesson 9: The Harlem Renaissance: A Celebration of Black Culture in a Black Community

Grade 3, Lesson 2: Celebrations of Dance Across African Cultures

Grade 3, Lesson 3: Sense of Pride

Grade 4, Lesson 1: Is the Cakewalk a Dance of Freedom or Oppression?

Grade 4, Lesson 4: Resilience: The Great Migration and The Harlem Renaissance

Grade 9, Lesson 1: Africa's Fierce Queens

Grade 9, Lesson 5: Strengthening Africa: Exploring Pan-African Unity and its Advantages

Grade 10, Lesson 6: Carnival, Mardi Gras, and Traditions of Remembrance Across the African Diaspora

Grade 12, Lesson 2: Black Women Advancing Democracy

Part IV: Leading and Supporting School-Wide Implementation

This guide is broken into two parts as outlined below. It provides a scope of learning and a detailed professional development plan with suggested learning objectives and activities.

This guide provides a model of professional learning that centers student and teacher reflection which will continue to guide and shape the work as it moves forward. Schools are encouraged to identify key personnel in their buildings who will do the courageous work of being lead learners and act as instructional coaches or thought partners for all teachers who will be implementing the curriculum.

Part IV has three parts:

- 1) Opening Reflections on the Significance of Black Studies;
- 2) The Professional Learning Model - Scope of Learning; and
- 3) The Professional Development Plan.

1. Opening Reflections on the Significance of Black Studies

As a starting point, all educators should begin with a self-reflection exercise that helps them to identify their personal and professional motivations for teaching and learning Black Studies. To support this reflection and possible group discussion, the 8 minute video [The Significance of Black Studies](https://www.tc.columbia.edu/berc/) produced by BERC can be used to anchor the discourse within your school community. Videos referenced here are available via the Black Studies as the Study of the World Collection on <https://www.tc.columbia.edu/berc/>

The Significance of Black Studies Video **Essential Questions:**

- What do we mean by “Black Studies”?
- Why is Black Studies relevant?

Reflection Questions for Teachers and Leaders:

These questions are designed to stimulate self-reflection and deepen engagement with Black Studies education:

- **Who am I? (...as a student? ...as a teacher? ...as a leader?)** Consider your identity both as a student and as a teacher. How do your background and perspective influence your understanding of Black Studies?
- **Why is it important to learn Black Studies?** Reflect on the significance of integrating Black Studies into education. What value does it bring to your personal growth and to society as a whole?
- **What do I need to learn about the global Black experience?** Where is the Black experience represented in my current practice? Where are the gaps and spaces of opportunity to expand our classroom knowledge of the Black experience? Explore your interests within the realm of Black Studies. Reflect on how representation and inclusion in the classroom impact your learning experience.
- **What do I already know?** What am I curious about? Why does it matter? Assess your learning journey in Black Studies. Consider the significance of the knowledge gained in the public and academic spheres, and its relevance to broader societal issues.
- **What is my contribution to my larger educational community?** What can I gain from my larger educational community? Examine your role in contributing to the community through the lens of Black Studies. Reflect on what you can learn from and contribute to the broader community discourse.

2. Professional Learning Model: Scope of Learning

The Professional Learning Model from the Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools represents a framework aimed at fostering continuous growth and development among educators. This model emphasizes an exchange of knowledge and practices, focusing on the foundational principles of Black Studies education. It includes a variety of professional learning activities, including:

- **Professional Development Sessions:** Structured sessions that provide educators with focused learning on key topics in Black Studies education.
- **Peer Learning Communities:** Collaborative groups where educators engage in reflective practices and share insights.
- **Intervisitation and Lab Classrooms:** Opportunities for educators to observe and reflect on each other's teaching practices in real-time.
- **1-1 Coaching:** Personalized peer coaching that offers tailored support and feedback.
- **Book Clubs:** Collective reading and discussion groups that deepen understanding of liberating teaching and culturally relevant pedagogy.

Through engagement with this learning model, school leaders and educators are prompted to critically reflect on their teaching methods and explore innovative approaches to integrating Black Studies into their practice. The scope of learning extends beyond conventional professional development, aiming to cultivate a community of educators committed to promoting equity, inclusivity, and the exploration of Black identities, histories, and culture. For further insights into our Professional Learning Model and its educational impact, visit <https://www.tc.columbia.edu/berc/>.

Professional Development Sessions

This series of in-person or virtual professional development sessions is designed to guide educators through four suggested rounds of focused learning to enhance their practice in integrating Black Studies into teaching. Beginning with self-reflection on teaching motivations and principles of Liberating Teaching and Learning (Haysbert, 2020), educators progress to practical strategies for curriculum implementation and student engagement. Sessions also include inquiry into the impact of Black Studies on student learning and community sharing to foster collaborative growth. Educators are encouraged to actively participate, reflect on their teaching, and apply newfound insights to create inclusive and empowering learning environments that honor Black identities, histories, and culture. Each round is estimated to run 45-90 minutes depending on the time available for maximum group participation and interaction.

Round 1

An interrogation of the self and our 'Big Why':

In this session, educators will engage in introspection to explore their personal motivations and deep-seated reasons for teaching.

- Reflecting on their "Big Why" serves as a foundation for understanding their commitment to Black Studies education.
- The importance of Liberating Teaching and Learning (Haysbert, 2020) - This session examines the concept of Liberating Teaching and Learning as proposed by Haysbert (2020), emphasizing strategies to empower students and foster inclusive and transformative educational experiences.

Round 2

Planning and Implementation:

Participants will delve into practical aspects of curriculum implementation:

- How to navigate the curriculum - Educators will explore strategies for navigating and effectively utilizing the Black Studies Curriculum in their teaching practices.
- Backwards planning with the Black Studies Curriculum? - This session focuses on backward design principles, guiding educators in aligning instructional goals with the Black Studies Curriculum to enhance student learning outcomes.
- How do we incorporate our students in our lesson planning? - Educators will discuss methods for involving students in the lesson planning process, promoting student agency and personalized learning experiences.

Round 3

Inquiry and Reflection:

This session centers on assessment and reflection:

- What is the impact of Black Studies on student learning?
- Educators will assess the educational impact of Black Studies, examining how it enhances student engagement, understanding, and critical thinking skills.
- What are my students' perceptions about their own learning and progress? Participants will reflect on students' perspectives and feedback regarding their learning experiences in Black Studies, fostering a deeper understanding of student needs and aspirations.

Part IV

Round 4:

Community of Practice - Sharing and Planning Forward:

In this final session, educators will engage in collaborative learning and future planning:

- Learning with and from other school communities
- Participants will share insights and experiences with educators from different school communities, fostering a supportive network for ongoing professional growth and development.
- What are my students' roles within our learning community? How can they contribute and learn? Educators will explore the roles of students within the broader learning community, identifying opportunities for student leadership, collaboration, and mutual learning.

Peer Learning Communities Focus

The Peer Learning Communities are structured to support educators through four stages of collaborative professional growth. To facilitate these stages, schools should establish small groups of educators who meet regularly to engage in reflective and collaborative practices. A designated facilitator or lead learner should guide each group, ensuring that discussions remain focused and productive. Resources such as discussion prompts, lesson plan templates, and student work samples should be provided to support the process. These communities create a supportive environment where educators can share insights, challenges, and successes, fostering continuous improvement and a deeper commitment to Black Studies education.

Stage 1

Knowledge of self and creating our why

Educators engage in deep self-reflection to explore their identities and motivations, developing a clear and purposeful rationale for their commitment to Black Studies education. Facilitators should encourage open dialogue and provide reflective exercises to help teachers articulate their "Big Why."

Stage 2

Collaborative lesson study

Teachers work together to design, implement, and refine lesson plans, sharing insights and strategies to enhance their instructional practices. Facilitators should organize regular meetings for lesson planning and peer feedback, utilizing structured protocols to ensure constructive and focused discussions.

Stage 3

Teacher inquiry and looking at student work

Educators investigate the impact of their teaching on student learning by analyzing student work, fostering a deeper understanding of student needs and achievements. Facilitators should guide teachers in using inquiry-based methods to examine student work, promoting a culture of continuous learning and adaptation.

Stage 4

Prepare for collaborative share w/ other school communities - Lessons learned from implementation

Participants prepare to share their experiences and insights with peers from other schools, discussing lessons learned and best practices for implementing the Black Studies Curriculum effectively. Facilitators should coordinate opportunities for inter-school collaboration and sharing sessions, encouraging teachers to present their findings and reflect on their professional growth.

Intervisitation and Lab Classrooms

An Intervisitation and Lab Classrooms program is designed to foster collaborative professional development among educators by facilitating observation and reflection on teaching practices. To implement this program, schools should create opportunities for teachers to visit each other's classrooms and observe instructional strategies in action. A structured observation cycle—Plan, Act, Reflect—should be utilized to guide these visits, ensuring that observations are purposeful and lead to meaningful insights. Facilitators should provide support in coordinating schedules, guiding discussions, and maintaining a focus on the integration of Black Studies.

Focus 1

What are our current practices? What cultures and practices are present and uplifted?

Educators begin by examining their existing practices, identifying the cultures and teaching methods that are currently emphasized in their classrooms. Facilitators should encourage teachers to reflect on how these practices align with the goals of Black Studies and to identify areas for improvement.

Focus 2

Lesson study visit w/ focus on Black Studies

Teachers conduct a lesson study visit with a specific focus on Black Studies, observing how these concepts are integrated into the classroom. The observation cycle involves collaborative planning of the lesson, observing the lesson in action, and reflecting on its effectiveness. Facilitators should support this process by providing observation tools and guiding reflective discussions.

Focus 3

Lesson study visit w/ focus on Black Studies (continued)

The lesson study visit continues, allowing teachers to further refine their approach to integrating Black Studies. The observation cycle is repeated, with educators collaborating to plan, observe, and reflect on the lesson. Facilitators should ensure continuity and encourage deeper analysis during the reflection phase.

Focus 4

Cross school intervisitation

Educators participate in cross-school intervisitation, visiting classrooms in other schools to observe and learn from diverse teaching practices. Facilitators should coordinate these visits and facilitate post-visit discussions, helping teachers to share insights and best practices across different educational contexts.

1-1 Peer Coaching

1-1 Peer Coaching is designed to provide personalized, collaborative professional development for educators through structured peer support and observation. To facilitate this program, pairs of teachers should be matched based on complementary strengths and needs. The process involves building strong professional relationships, engaging in supportive lesson planning, and participating in a structured observation cycle. Facilitators should provide guidance and resources to help teachers engage in non-judgmental intervisitation and reflective goal setting.

Step 1

Relationship Building and Orientations

The initial step focuses on building trust and rapport between peer coaching partners. This includes orientation sessions where participants learn about the objectives and process of peer coaching. Facilitators should emphasize the importance of open communication and mutual respect, setting the foundation for a successful partnership.

Step 2

Supportive Lesson Planning: Learning to see, Unlearning to Judge - How to do non-judgemental intervisitation

Partners work together to plan lessons, providing each other with constructive feedback and support. This step includes learning to see classroom practices through a non-judgmental lens and unlearning any tendencies to judge. Facilitators should provide training on how to conduct non-judgmental intervisitation, ensuring that observations are focused on growth and learning rather than evaluation.

Step 3

Observation Cycle (collaboratively Plan-Do-Reflect)

Partners engage in a structured observation cycle, which involves collaboratively planning a lesson, observing the lesson in action, and reflecting on its effectiveness. Facilitators should guide the observation process, providing tools and frameworks to help partners focus on key aspects of teaching and learning during their observations.

Step 4

Structured reflection and goal setting for the next round of implementation

The final step involves a structured reflection on the observations and the overall peer coaching experience. Partners work together to set goals for the next round of implementation, identifying areas for continued growth and development. Facilitators should support this process by providing reflective prompts and helping partners develop actionable goals based on their reflections.

Book Clubs

Book Clubs are designed to foster professional development and deepen understanding of Black Studies education through collective reading and discussion. To facilitate these book clubs, schools should form small groups of educators who commit to reading and discussing selected texts. Facilitators should provide discussion guides, set reading schedules, and create a supportive environment for open dialogue and reflection. Each book club can focus on one key text, offering diverse perspectives on liberating teaching, culturally relevant pedagogy, and transformative educational practices.

Here is a brief list of suggested texts related to Black Studies as the Study of the World:

Liberating Teaching and Learning: Turn it Upside Down and Watch African Americans (All Learners) Soar! by Dr. Bettye Chitman Haybert

This book explores innovative strategies for empowering African American students and all learners. Facilitators should guide discussions on how to implement liberating teaching practices in the classroom, encouraging participants to share their experiences and insights.

Black Education: A Transformative Research and Action Agenda for the New Century by Dr. Joyce E. King

Participants will delve into Dr. King's transformative research agenda, discussing how to apply its principles to create impactful educational change. Facilitators should focus on connecting theoretical concepts to practical applications in participants' teaching environments.

Culturally Relevant Pedagogy: Asking a Different Question by Dr. Gloria Ladson-Billings

This text challenges educators to rethink their approaches to teaching by asking different questions about student engagement and achievement. Facilitators should prompt discussions on how to incorporate culturally relevant pedagogy into everyday practice, fostering a more inclusive and responsive classroom environment.

Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools by Glenn E. Singleton

Participants will be guided to move past silence and controversy and instead engage in authentic and civil conversations about racial inequity. Facilitators should prompt participants to practice engaging in dialogue about topics that call in the tools and protocols of the text.

Pro-Blackness in Early Childhood Education: Diversifying Curriculum and Pedagogy in K-3 Classrooms by Gloria Swindler Boote, Jarvis J. Jackson, Saudah N. Collins, Janice R. Baines, Anthony Broughton, and George Lee Johnson Jr.

Participants will learn from K-3 teachers who have centered Black Studies in their practice. Facilitators should guide readers through the concrete instructional approaches and outcomes discussed in the text as a means to developing plans of action.

Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction by Gholdy Muhammad

Participants will explore the five pursuits of Dr. Muhammad's groundbreaking instructional model including identity, skills, intellect, criticality, and joy. Facilitators should create workshop style sessions that allow readers to prep and practice teaching using the methods described in the book.

Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World by Django Paris

Geneva Gay's work provides a comprehensive framework for culturally responsive teaching. Facilitators should lead conversations on the book's key strategies, helping educators to reflect on their practices and identify areas for growth in cultural responsiveness.

Culturally Responsive Teaching by Geneva Gay

Geneva Gay's work provides a framework for culturally responsive teaching. Facilitators should lead conversations on the book's key strategies, helping educators to reflect on their practices and identify areas for growth in cultural responsiveness.

3. Professional Development Plan

The Professional Development Plan for the Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools is designed to provide educators with a structured, yearlong program for integrating Black Studies into their teaching practices. Utilizing a professional development calendar, this plan organizes key topics into quarterly sessions, ensuring a continuous and comprehensive approach to educator growth and curriculum implementation.

Schools should design professional learning sessions that are guided by clear objectives, practical applications (Bridge to Practice), and guiding questions. This structure ensures that every session is focused, actionable, and reflective, enabling educators to effectively translate their learning into their teaching environments.

- **Objectives:** Each session begins with clearly defined objectives, outlining the specific goals and expected outcomes. These objectives guide the session's focus, ensuring that participants understand the purpose and anticipated impact of their learning.
- **Bridge to Practice:** Practical applications are a crucial component of each session. The Bridge to Practice segment provides educators with strategies and tools to directly apply their learning in the classroom. This ensures that the professional development is not only theoretical but also actionable and relevant to daily teaching practices.
- **Guiding Questions:** To facilitate reflection and discussion, each session includes a set of guiding questions. These questions encourage educators to think deeply about the content, reflect on their current practices, and consider how to integrate new insights into their teaching. The guiding questions also promote collaborative dialogue, fostering a community of learners who support and learn from one another.

By organizing these topics into quarterly sessions, the Professional Development Plan ensures a sustained and focused approach to professional growth.

For more support with the Professional Development Plan and to access resources, visit tc.columbia.edu/berc.

Professional Learning Session 1: An Interrogation of Self and Our Big Why

Learning Objectives:

- Engage in self-reflection and understand the personal and professional significance of Black Studies.
- Explore the foundational principles of Black Studies.
- Interrogate key questions: What is Black Studies? Why Black Studies? Why Black Studies now?
- Examine personal racial biases and assumptions.

Bridge to Practice:

- Instructional cabinet members and teacher teams engage in self-reflection and set goals for implementing the Black Studies Curriculum.
- Teachers should ask themselves:
 - Who am I? (as an individual? as a teacher?)
 - What is Black Studies?
 - Why Black Studies?
 - Why Black Studies now?
- Teachers should ask students:
 - Who am I? (as an individual? as a student?)
 - What is Black Studies?
 - Why Black Studies?
 - What do you hope to learn in Black Studies?

Professional Learning Session 2: Planning and Implementation

Learning Objectives:

- Understand how to navigate and utilize the Black Studies Curriculum.
- Collaborate to backwards plan using the Black Studies Curriculum.

Bridge to Practice:

- Teacher teams work collaboratively to become familiar with the Black Studies Curriculum.
- Teacher teams are given time and guidance to backwards plan using the Black Studies Curriculum.
- Teachers should ask students:
 - What do you hope to learn in Black Studies?

Professional Learning Session 3: Inquiry and Reflection

Learning Objectives:

- Reflect on the implementation and impact of the Black Studies Curriculum.

Bridge to Practice:

- Teacher teams engage in examining multiple data points (from lesson study, learning walks, and student work) and participate in structured reflection on the implementation of the Black Studies Curriculum.
- Teachers should ask students:
 - What have you learned in Black Studies? Why does it matter?

Professional Learning Session 4: Community of Practice - Sharing and Planning Forward

Learning Objectives:

- Reflect on the implementation and impact of the Black Studies Curriculum.

Bridge to Practice:

- Teacher teams engage in examining multiple data points (from lesson study, learning walks, and student work) and participate in structured reflection on the implementation of the Black Studies Curriculum.
- Teachers should ask students:
 - What have you learned in Black Studies? Why does it matter?

Part V: Virtual Speaker Series from Leading Scholars in Black Education

The Virtual Speaker Series presents insights from leading scholars in Black education, providing invaluable perspectives on the history, significance, and future of Black Studies. This series features prominent voices in the field, each addressing critical topics that enrich our understanding and approach to Black Studies in educational settings. For more information and to access the full series, visit the tc.columbia.edu/berc.

On the History and Education of Peoples of African Descent: Looking Back to Move Forward

Speaker: Edmund W. Gordon, EdD

Emeritus Professor of Education and Psychology

Teachers College, Columbia University

Why We Need a Black Studies Curriculum

Speaker: Joyce E. King PhD

Benjamin E. Mays Endowed Chair for Urban Teaching, Learning and Leadership and Professor of Educational Policy Studies, Georgia State University

Leading for Liberation: The Role and Significance of the Black Principal

Speaker: Kofi Lomotey, PhD

Bardo Distinguished Professor of Educational Leadership Western Carolina University

Centering Possibility and Black Educational Futures

Speaker: Chezare A. Warren, PhD

Associate Professor of Equity and Inclusion in Education Policy, Peabody College, Vanderbilt University

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Black Studies as the Study of the World: Professional Learning Guide

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