Top of Form

Applications are due FRIDAY APRIL 3, 2020.

\* Requiredkayhones@yahoo.com

Bottom of Form

SCHOOL NAME \* Civic Center Secondary

REQUIREMENT: We are offering four professional development seminars during the summer of 2020. Please indicate which seminar(s) your team members will attend. If your team is planning to split up and attend different seminars throughout the summer, please check all applicable boxes. \*

~~Democracy at Risk: Holocaust and Human Behavior - June 8 - 11, Concord~~

~~Literature that Engages Students in Identity, History, and Choices - June 16 - 18, Fremont~~

\*\* Race and Membership in American History - July 13-16, Milpitas. (tie to Khepra program)

\*\* Safeguarding Democracy: Facing History's Approach to Civics - July 21 - 23, Oakland (tie to 2020 election & census)

CONTACT INFORMATION OF TEAM LEADER

Team Leaders can be a teacher or administrator who will serve as the main point of contact for this grant application.

Name of team leader \* Kay Hones

Team Leader's Title/Role at School \* Librarian

Team Leader's Phone Number \* 415 241 3000

Grade levels and courses taught by Team Leader (if applicable) \*n.a.

As Team Leader, will you be participating in at least one of the summer seminars? \*

YES

CONTACT INFORMATION OF SUPPORTING ADMINISTRATOR

Supporting Administrator's Name \* Dr. Will Dunford

Supporting Administrator's Title \*Asst. Principal

Supporting Administrator's E-mail Address \*dunfordw@sfusd.edu

Supporting Administrator's Phone number \* 415 241 3000

As the supporting Administrator, will you be participating in at least one of the summer seminars? \*

YES

CONTACT INFORMATION OF PARTICIPATING TEACHER #2

Teacher teams must consist of at least 2 applicants

Name \* Ashia Bomani Ojore

E-mail address \* shiabomaniojore@gmail.com

Grade levels and courses taught \* 7-12 African American Culture/History (Is there a better description?)

CONTACT INFORMATION OF PARTICIPATING TEACHER #3 (if applicable)

Teacher teams must consist of at least 2 applicants

Name Nathan Kirk

E-mail address nathankirk01@gmail.com

Grade levels and courses taught 7-8 Science/multiple subjects

CONTACT INFORMATION OF PARTICIPATING TEACHER #4 (if applicable)

Name Sasha Ivanovic

E-mail address. vanovics@sfusd.edu

Grade levels and courses taught 7-8 Special Ed/multiple subjects

CONTACT INFORMATION OF PARTICIPATING TEACHER #5 (if applicable)

Name Joshua Jordon

E-mail address. [jordanj@sfusd.edu](mailto:jordanj@sfusd.edu)

Grade levels and courses taught 7-12 African American Culture/History

*What is your school's existing relationship/familiarity with Facing History and Ourselves? Describe any events,workshops, or encounters between members of your school and Facing History's resources and staff*

Facing History online resources have been used in both middle school & high school classes at Civic Center. The librarian has highlighted resources in monthly library newsletter with special focus on information that supports empathy. We have had Holocaust speakers & have used Facing History materials to prepare for these visits.

*Why is your team applying for this teaching grant? What classroom and school-wide goals do you hope to address by bringing Facing History's approaches and content into your school? Please elaborate.*

Our students face many challenges every day. They come to school because of the safe relationships they have with our staff. We are striving to provide a safe, welcoming school where we greet each student with “I am not successful until you are successful.” Facing History supports student growth with “critical thinking skills, empathy and tolerance, civic responsibility, and the belief they can make a difference in the world.” We believe that every student at Civic Center is valuable & CAN make a difference in the world.

Civic Center Secondary serves students in grades 7 through 12 and is located one block from the city hall. Students live in many areas of the city, many in foster care or group homes. For these at-risk students with habitual truancy, behavior issues, and histories of suspension and expulsion, the goal is to change behavior so that these students will stay in school and earn enough credits to graduate.

We are creating a series of classes for "life skills" where students can choose projects and activities that include history, science, literacy, ​and art! We started an oral history projects with support from Voice of Witness. Students practiced questions in class then began interviews with family or community about favorite recipes. When we get back to school, students will create a page with oral history quotes & a recipe for a school wide cookbook. Classes can choose one recipe to cook & share for our monthly barbeque.

### Our students come to school not only for academics but also for food & other resources. Our staff works hard to support emotional, mental & physical health of our students.

*This grant requires each participating teacher to implement at least a four-week unit or course using the content and pedagogy explored in their summer seminar. Please describe how implementing Facing History will be possible at your school. Where would these units fit? Would these units be part of an existing curriculum, or would teachers make a change in their curriculum? Please be specific*.

Khepra African American History & Culture is an existing curriculum that we will enrich & expand with resources from Facing History seminars. Every day the Khepra program works with classrooms, bringing in media & print resources & encouraging all students to research & develop projects around cultural themes.

All teachers will be developing lesson on current events, especially Covid19, the 2020 election & the census for the fall semester. We have participated in California School Mock Vote & each year have speakers from Constitution in the Classroom. Resources from Facing history seminars, primary sources & online materials will support these current event units & activities.

*Please share any other information regarding your potential use of Facing History's resources and methods that may be helpful to our staff to consider when reviewing your application*.

A team of regular education teacher, special education teacher & counselor work in each classroom. We have daily mediation & reflection as part of the class activities. (We even have a mediation room next to our library!) Each Friday morning we have a community breakfast (yummy waffles!) On the last Friday of each month we have a schoolwide barbeque. On the side of the parking lot we have seven raised beds for our school garden. This year we are adding real, live chickens & the students love working in the garden.

We would like to explore using a variety of Facing History teaching strategies with our unique student population. Our students LOVE to cook (and eat!) so we think that “Café Conversations” might be one of the first strategies we will try during lessons.

As we start to research & explore current events we would like to try “Barometer: Taking a stand on controversial issues”.

Guest teacher Malik Diamond works with all classes to create, write & share comics.

Bottom of Form

We will use “Character Charts & Maps” especially with this hip hop graphic program each week.