
Building an Inclusive Curriculum

November 24, 2020

Key Phrases and Terms

Social Justice: Social Justice is the view that everyone deserves equal economic, political, and social rights and opportunities.

Culturally Responsive Curriculum: Using the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more relevant and effective for them.

Representation: The ability for students to see people that are similar to themselves in race, family structure, gender, heritage story and more.

Social Justice

NJSLS in Social Studies (2020)

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Justice in the Classroom

The L.E.T.'S A.C.T. Protocol

(1) Love & Listen

(2) Enlighten & Educate

(3) Talk

(4) Scribe

(5) Analyze Systems

(6) Conclude through
Deliberation

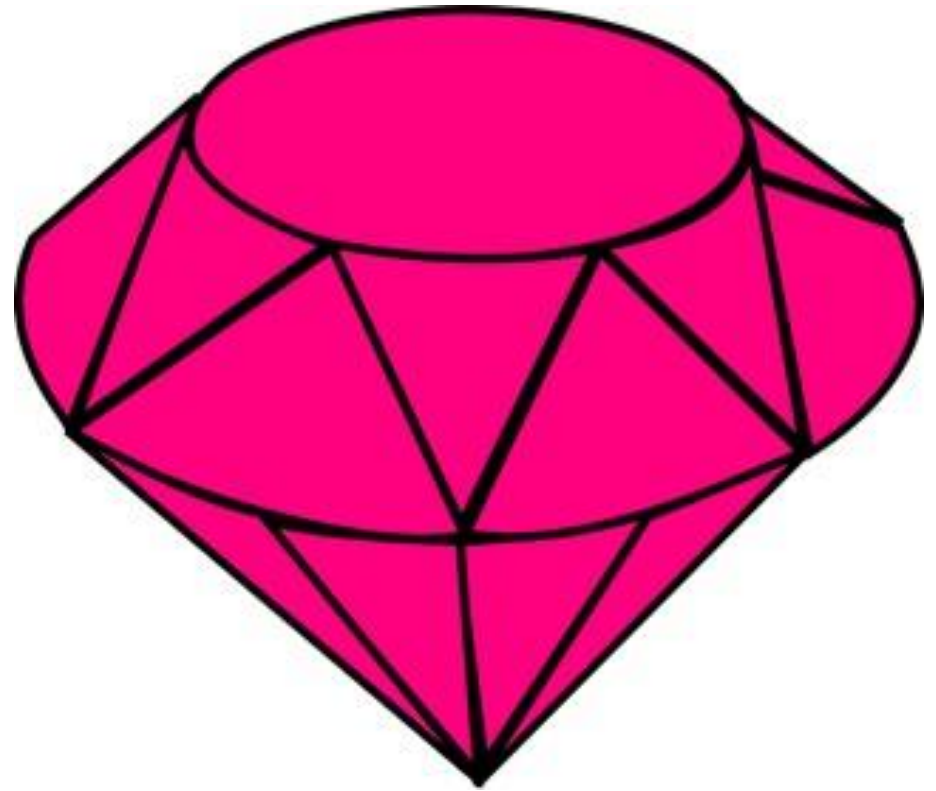
(7) Take Action

**Culturally
Responsive**

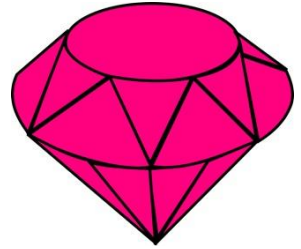
First Steps

ACTION	BENEFIT
<p>Familiarize yourself with the history of people groups that have been marginalized. Research the particulars of the cultures of your students. Use credible sources. Confront the facts without offense.</p>	<p>Increases knowledge base. Use facts to challenge latent assumptions and biases. Encourages empathy and ethics. Enables teachers to place instruction within relevant socio-political and cultural contexts.</p>
<p>Provide and create opportunities for students to serve as co-teachers, as those who share and receive information. Debunk the Banking Theory.</p>	<p>Increases teachers' knowledge base. Builds rapport. Builds student learning and educational investment. Disrupts the discontinuity between communal and individualistic orientations.</p>
<p>Read. Listen. Discuss. Accept without judgment the different ways people learn. Leverage cultural norms to increase learning.</p>	<p>Increases student engagement and facilitates student learning. Helps identify cognitive resources.</p>
<p>Find out what is important to the community. Capitalize on common goals and values.</p>	<p>Enables all parties to establish common ground and promote common goals. Strengthens student engagement and learning.</p>

Single Lens vs. Multi-Faceted



Looking at History Through Multiple Facets



Whose Voice is Heard?

- Whose voices, perspectives, or experiences are heard in this unit?
- Whose voices, perspectives, or experiences are marginalized in this unit?
- Whose voices, perspectives, or experiences are missing in this unit?

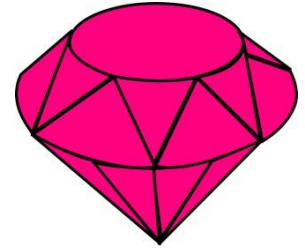
Which Identities are Included in the Unit?

- Consider all facets of identity: race, religion, gender, gender identity, ability, socio-economic status, ethnicity, sexual orientation, family structure, language, citizenship, age, etc.

Representation

- What groups of people are shown making positive contributions to the world in this unit?

Looking at History Through Multiple Facets



Exploring Systems

- What systems of power are shown through this unit?
- Who is shown to benefit from these systems of power? What benefits are shown/explained?
- Who is shown to be harmed from these systems of power? What consequences or forms of oppression are shown/explained?

Resistance & Oppression

- What examples are provided of people taking action or pushing back on systems of oppression or abuses of power?
- Who is centered in examples of resistance?
- Are the people taking action coming from WITHIN the oppressed groups or from OUTSIDE of the oppressed groups?

Representation in the Curriculum

Representation

Representation matters. What our young people see around them **positively or negatively** shapes their expectations for themselves and for each other.

When it comes to our classrooms and schools, let's do our part to make sure that they can see **themselves and all of their peers** as strong, creative, capable, happy, and connected.

-Laura Thomas (Edutopia)



Representation

We Strive to Create a Curriculum Inclusive of:

- Black, Indigenous, and People of Color (BIPOC) and all Underrepresented People Groups
- Family Structures
- Heritage Story
- Gender, Gender Identity & Expression
- People with Disabilities

What Guides Us:

- NJ State Legislation
 - Amistand
 - LGBTQ & People with Disabilities
- NJSLS in Social Studies
- Our BOE
 - Stand Up to Racism Together
- Internal Committees
 - ARRC
 - MTEA Equity Committee
 - District Leadership Team

How Do We Increase Representation?

- **New Books**

- Increase literature by and about BIPOC
- Increase types of family structures represented in classroom literature
- Create book collections that promote awareness and acceptance of gender identity and expression
- Evaluate new curriculum resources for inclusion and representation

- **Celebrations**

- Utilize holidays and celebration months to highlight the lives and accomplishments of underrepresented people groups and their contributions to the American culture through library collections, classroom lessons, guest speakers, and assemblies.

- **Art**

- Acquire and display art representing people, cultures, histories, and accomplishments of and by underrepresented people.

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Questions?
