CDJ and ***Focus*** At A Glance Grade-level Alignment Maps (created SY22-23)

This resource connects the cross-disciplinary ***Focus*** curriculum to civic education lessons from the ***Children Discovering Justice*** curriculum. See each grade level below to access civics lessons, activities, and tools that align with and will enhance learning in *Focus*.

Children Discovering Justice is flexible and completely accessible online. These resources are not formatted as a year-long curriculum, allowing for integration as modules or stand alone lessons in any subject area; they can serve as tools to enhance learning already taking place.
Jump to each grade: Kindergarten (K2), First, Second.

Visit the *Focus* and *Discovering Justice* websites to learn more. Sign up to use the free Children Discovering Justice Curriculum here.

Kindergarten (K2)

***Focus* Unit 1: Our Community** What does it mean to be a member of a community? Most relevant Big Idea: A strong, interdependent community has qualities such as: ● common values, expectations, norms, and organizational systems, ● respect and appreciation for similarities and differences, ● collaboration in identifying and solving problems. Most relevant Guiding Question: ● How do we develop fairness, inclusivity, and friendship in our community?	**CDJ** A Just Community: Fairness, Rules, and Justice **Module 0: Civic Skills and Dispositions** Students build background knowledge on civics as community members **Module 1: Rules & Community** Students unpack how the development, presence, and enforcement of rules connects to justice in a community (4 lessons). **Module 2: Justice and Me** Students explore the concepts of justice and injustice through lenses of both self and community, then they learn how to use their voices to advocate. (4 lessons) Civic Norms (community discussion norms)

***Focus* Read Aloud text and central question(s)**		**CDJ lessons / tools**
Week 1	*Abiyoyo* Day 5: What does the story teach us about community?	Module 0 - Establish Essential Agreements and Civic Norms Module 2, Lesson 2: Justice Community Meeting: Civic Norms, Civil Discourse Sentence Stems

		Activities: ● Community Member Example Sort ● A Picture of Justice
Week 2	*Text not directly connected*	
Week 3	*A Chair for My Mother* Day 3: How does Rosa's community work together to solve the problem?	Activities: ● What I Bring/Need Task Sheet
Week 4	*Chrysanthemum* Day 4: Ms. Chud asks Victoria to put her head down. Does that help solve the problem of Victoria treating Chrysanthemum with disrespect? What was different about how Ms. Twinkle responded than the other members of the school community?	Module 2, Lesson 3: Injustice Activities: ● Justice/Injustice Sort ● Naming and Feeling Injustice Worksheet
Week 5	*The Name Jar* Day 2: We see that Joey is treating Unhei differently than the children on the bus treated her that first day. How is Joey acting?	Module 2, Lesson 4: Advocate Tools: ● Justice in OUR Lives Living Anchor Chart ● Justice in MY Life Student Sheet Activities: ● I Can Advocate Task Sheet ● Ways to Advocate Sort
Week 6	*Big Al and Shrimpy* Day 3: How could the other fish, Big Al, and Shrimpy have solved the problem by working together?	Tools: ● Justice in OUR Lives Living Anchor Chart ● Justice in MY Life Student Sheet
***Focus* Unit 2: Animals and Habitats**		**CDJ** A Just Community: Fairness, Rules, and Justice

How do animals grow and change over time? Most relevant Big Idea: Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment. Most relevant Guiding Question: Why is it important to protect the environment?		**Module 2: Justice and Me** Students explore the concepts of justice and injustice through lenses of both self and community, then they learn how to use their voices to advocate. (4 lessons) Civic Norms (community discussion norms)
***Focus* Read Aloud text and central question(s)**		**CDJ lessons / tools**
Weeks 1-3	*Texts not directly connected*	
Week 4	*Swimmy* Day 2: How does Swimmy show care for his community? *Shark Lady* Day 3: Back in that time period, there were men who did not believe that women could be great scientists. How unfair!	
Weeks 5-10	*Texts not directly connected*	
***Focus* Unit 3: Construction** What processes help people construct structures, ideas, and works of art? Most relevant Big Idea: People's perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives. Most relevant Guiding Question:		**CDJ** A Just Community: Fairness, Rules, and Justice **Module 2: Justice and Me** Students explore the concepts of justice and injustice through lenses of both self and community, then they learn how to use their voices to advocate. (4 lessons) Civic Norms (community discussion norms)

What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?		
***Focus* Read Aloud text and central question(s)**		**CDJ lessons / tools**
Week 1	*Text not directly connected*	
Week 2	*The True Story of the Three Little Pigs* This story includes a reference to jail on the final page. See Note in the Materials and Preparation section. Day 1: Sometimes different people have different ideas of what is true; they have different **perspectives**. Day 3: comparing versions of "The Three Little Pigs, for example: "Sometimes different people have different ideas of what is true, they have different perspectives. How did the wolf feel when the reporters called him the Big, Bad Wolf? Day 4 continues the Day 3 discussion; reasons that support and change opinions Day 5: children debate opposing opinions	Tools: ● Civil Discourse Sentence Stems ● Agree/Disagree Dialogue Signs Activities: ● Agree/Disagree Conversation Cards ● My Perspective Task Sheet
Week 3	*The World is Not a Rectangle* Day 3: …these men who work for the city have a lot of biases. What are some biases they have? Day 5: Why does Zaha have to be "as strong as iron?" How are people treating her? "I made a conscious decision not to stop." How do you think Zaha Hadid could inspire other architects, especially women architects and architects who are Muslim or speak	Tools: ● Civil Discourse Sentence Stems ● Agree/Disagree Dialogue Signs Activities: ● Perspective Interviews

	Arabic?	
Weeks 4-5	*Texts not directly connected*	
Week 6	*The Little Red Hen* Day 1: What was the problem in the story? [The little red hen needs help to take care of the wheat, but the other animals won't help.] Day 2: What has changed about the brothers' behavior here? Why do you think the brothers are changing? How does Ruby show that she wants to be inclusive throughout the story?	
Week 7	*Roxaboxen* Day 2: Another meaning of the word **belong** is to fit or be a part of something. For example, we all belong in this classroom, we are part of the group.	
Week 8	*Text not directly connected*	
***Focus* Unit 4: Our Earth** In what ways do people, animals, and plants depend on and impact the environment? Most relevant Big Idea: As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely. Most relevant Guiding Question: What are sustainable systems, and how do people make responsible decisions for our Earth?		**CDJ** A Just Community: Fairness, Rules, and Justice **Module 1: Rules & Community** Students unpack how the development, presence, and enforcement of rules connects to justice in a community (4 lessons). **Module 4 Civic Action** Students choose a justice issue as a class and engage in the justice cycle (a mini civic action project).
	***Focus* Read Aloud text and central question(s)**	**CDJ lessons / tools**

Weeks 1-3	*Texts not directly connected*	
Week 4	*Recycle!* Day 4: People here in our city of Boston fought to have garbage dumps moved from the places where people live. In the 1960s a group of families in a neighborhood called Columbia Point blocked garbage trucks from coming and dumping trash next to their homes. Today, there are places where landfills are located next to people's homes, which does not seem fair. What is Gail Gibbons telling us we can do to help solve the problem of there being too much trash? What questions do you have about the garbage we make here in Boston?	Module 1, Lesson 2: Reasons for Rules Activities: ● A Rule For Every Need Task Sheet
Week 5	*Recycle!* Day 1: How does recycling help the Earth? Day 2: Share with your partner whether or not you believe it's important to reuse and recycle, and why.	
Week 6	*Rainbow Weaver* Day 1: Ixchel's mom says the cloth is for the market and, "if it brings a good price it will help pay for your school and books." What do we learn here about Ixchel's life? Day 2: How did Ixchel solve her own problem and help her community? Day 4: How is Ixchel a caretaker of the Earth? Day 5: Linda Elovitz Marshall traveled to Guatemala and learned about worker cooperatives - communities of workers - who were reusing plastic bags to make weavings.	

	She was so inspired she wanted to write this story! Since she is not from Guatemala or the Mayan community, she made sure to get lots of feedback on her story from people in that community. Why do you think it's important that Linda and Elisa got feedback on their story from the actual people who live in Guatemala and make weavings?	
Week 7	*City Green* Day 1: "Marcy," she says, "you're making something happen here." Think about what we have read so far and take a look at this picture. What does Marcy's mom mean? Day 2: What is the challenge that this community is facing in their neighborhood? Why do you think the community does not want a vacant lot in their neighborhood? Day 3: How did the neighbors respond to and resolve the problem? Could Marcy have made the community garden all by herself? Why or why not? Day 5: How can communities work together to be caretakers of the Earth? What are some ideas you have about how our community could work together to care for the Earth?	Module 1, Lesson 4: Rules for Fairness
Week 8	*Cristal Martinez: Caretaker of Our Earth* Day 1: What do you think it means to be a caretaker of our Earth? We began our year in K2 learning about the concept of communities. How is Cristal not just a caretaker of Our Earth, but a caretaker of her community? Days 2 and 3: additional caretaker books	Module 1, Lesson 3: Rules in a Community Module 4 Civic Action Students choose a justice issue as a class and engage in the justice cycle (a mini civic action project).

	continue exploring this theme.	
CDJ Lessons not mentioned above:		Module 1, Lesson 1: Rules

First Grade

***Focus* Unit 1: Building Strong Communities** How do we build strong communities? Most relevant Big Ideas: ● People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. ● Leaders help guide and support their communities. ● Caring for each other builds community. ● When people in communities talk, work, play, and learn together, they can create positive change.		**CDJ** Voting, Leadership, Community, and Justice **Module 0: Civic Skills and Dispositions** Students build background knowledge on civics as community members **Module 1:** Justice in Our Community Students explore the concepts of justice and injustice in a community through the lens of identity and needs versus wants, then they learn how to use their voices to advocate. (6 lessons) Civic Norms (community discussion norms) **Module 2:** Voting, Leadership and Elections Students build their understanding of justice through voting as a means of giving everyone a voice. Students unpack a great leader and when voting and/or experts are needed to make big decisions. (4 lessons) **Module 3:** Justice Movement - Voting Justice Students identify justice and injustice within elections and voting processes and explore advocates working for voting justice. (3 lessons)
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Week 1 Who am I and who are we together?	*All Are Welcome Here* Day 1: What are some things that might make our classroom a place where all are welcome? Drafting Classroom Agreements Day 2: How do we want to be together in our classroom?	Module 0 - Establish Essential Agreements and Civic Norms Community Meeting: Civic Norms/ Discussion Agreements Activities: ● Community Members Examples Sort ● Identity Puzzle Piece

Week 2 How do we benefit from being part of communities?	Revisiting Classroom Agreements Day 5: Today we'll look again at the agreements we wrote down last week and see if they are the right agreements for our community… How will this agreement help us build a strong classroom community?	Module 1, Lesson 2: Justice Tools: ● Civic Norms ● Justice in MY Life ● Justice in OUR Lives Chart Activities: ● Justice Feels Task Sheet
Week 3	*Text not directly connected*	
Week 4 How do people become leaders?	*Doing your Part* Day 1: Explain what happens when people vote and why this is important. Electing Leaders (slides) Day 2: How can people affect what happens in a democratic community? Day 3: Why is electing leaders an important responsibility of voters? Marley Dias: #1000BlackGirlBooks (slides) Day 5: How does Marley Dias become a leader, and why is she important? What inspires you about her as a leader? Why?	Module 2, Lesson 1: Voting Module 2, Lesson 3: Elections Module 3, Lesson 1: Voting Justice Activities: ● Let's Vote ● Election Connection ● Voting Would You Rather ● Voting Justice Sort Field Trip Opportunity: ● Discovering Justice field trip -. Students explore the concept of justice looking at a case, meet with a courthouse professional and tour the Moakley Federal Courthouse. Book here.
Week 5 What are the qualities of a good leader?	*Mama Miti* Day 1: Why would we consider Wangari a leader? What kind of a leader is Wangari? Day 2: What is a small change you can make in your community that might have a big impact? Day 3: How does Wangari's leadership affect both people and nature?	Module 2, Lesson 2: Leadership Activities: ● Good Leader Drag & Drop Sort ● Good Leader Student Task Sheet

	Local Leaders (slides) Day 4: Why are local leaders important? How do local leaders help our communities?	
Week 6 How can we create positive change in our communities?	Arturo Schomburg: A Leader in Libraries (slides) Day 1: What positive changes did Arturo Schomburg bring to libraries? How do you think this change will affect other people? *Biblioburro* Day 2: How do the Biblioburro and Luis make positive change for the communities they visit? Is Luis a leader? Access to Books and Access to Project (slides) Day 3: How can we make sure that children and families in all of Boston's neighborhoods have access to books?	Module 1, Lesson 4: Advocacy Activities: ● I Can Advocate!
Week 7 How can we create positive change in our communities?	Speak for the Trees Day 3: What are the ways that Speak for the Trees Boston makes positive change in Boston communities? Why is taking care of the environment important for building strong communities? *Doing your part* Day 4: How does recycling or volunteering create positive change in the community? Day 5: How does donating create positive change in the community?	Module 1, Lesson 5: Justice Advocates Activities: ● I am a Justice Advocate!
Week 8	*Wanda's Roses* Day 2: How does Wanda help her	

What is a community?	community? How can you contribute to your community in inspiring and positive ways? Reflecting on Classroom Agreements Day 4: How do our agreements make our classroom community strong?	
Focus Unit 2: Animals Surviving and Thriving How do animals survive and thrive? Most relevant Big Idea: ● Animals, including humans, are connected to each other and to their environments.		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Community Students explore the concepts of justice and injustice in a community through the lens of identity and needs versus wants, then they learn how to use their voices to advocate. (6 lessons) Civic Norms (community discussion norms)
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Weeks 1-3	*Texts not directly connected*	
Week 4 How do animals survive in their habitats?	*How Chipmunk Got His Stripes* Day 5: Bear has been bragging about how great he is, but Brown Squirrel is questioning that. What is the central conflict, or problem, between Bear and Brown Squirrel?	
Weeks 5-7	*Texts not directly connected*	
Week 8 How are people and animals interconnected?	"The Chicken and the Eagle" Day 1: folktale offers opportunity to consider ideas of punishment	Module 1, Lesson 3: Injustice Activities: ● Justice or Injustice Sort
***Focus* Unit 3: Resources in Our Communities** How do resources shape a community? Most relevant Big Ideas:		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Community

• People make exchanges to obtain the goods and services they need and want. • People make choices as consumers. • The consumer choices people make can contribute to our communities.		Students explore the concepts of justice and injustice in a community through the lens of identity and needs versus wants, then they learn how to use their voices to advocate. (6 lessons) Civic Norms (community discussion norms) **Module 2:** Voting, Leadership and Elections Students further explore justice and advocacy by making content-area connections to topics of leadership, voting, and elections. (4 lessons) **Module 3:** Justice Movement - Voting Justice Students identify justice and injustice within elections and voting processes and explore advocates working for voting justice. (3 lessons)
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Week 1 What happens at a market?	*Mirror* Jeannie Baker, the author of this book, wants us to know that markets are important to families all over the world. How is a market important to each family in this book? Why do you think the author titled this book, Mirror?	
Week 2 What do people need? What do people want?	*Those Shoes* Day 2: What were Jeremy's needs and wants in the story? What is the author trying to tell us about needs and wants? What's her message? [sometimes we want something but someone else needs it] *A Chair for My Mother* Days 3-5: Children consider and debate needs and wants	Module 1, Lesson 1: Needs, Wants, and Community Activities: • Needs Before Wants
Week 3	*Me on the Map* Day 3: In order to show something about	

Where do our resources come from?	many different places around the world, Qin Leng drew simple illustrations based on her own ideas. In each country, there are many different types of people who do many different kinds of things. These illustrations show some stereotypes; that means the way the people are depicted does not represent how everyone looks and acts.	
Week 4 Where do our resources come from?	*On the Farm, At the Market* Day 4: How are customers' needs and wants met at the market?	
Week 5 How do resources get from where they come from to the people who use them?	"Mobile Markets" Day 4: "My family needs the mobile market. Cooking is what we do. It's part of our culture, and you can't cook with bad ingredients. [This market] has the best ingredients I've seen in Boston, and I can actually afford it."	
Week 6 What services do people provide and use?	Weekly Question Chart Day 1: How do service jobs benefit the community? "People in Our Neighborhood" Days 2 & 3: How does [this service] benefit the community?	Module 2, Lesson 4: Making Just Decisions Activities: ● You're the Principal ● Expert or Vote Drag and Drop
Week 7 How do we make choices as consumers?	"Being Part of a Green Economy" Day 5: What is a green economy?	
Week 8	*Dolores Huerta: A Hero to Migrant Workers* Day 1: What has Dolores done in her life	

How do the choices we make as consumers impact our communities?	and what are her personal qualities that the author admires so much that she calls Dolores a hero? Day 2: Why does Dolores decide to take a stand? Based on what you learned about Dolores Huerta, what do you think an organizer does? "The Role of Consumers in the Delano Grape Boycott" How did the choices consumers made during the grape boycott impact their communities?	
***Focus* Unit 4: Communicating with Sound and Light** How can we use sound and light to communicate messages? Most relevant Big Idea: ● People innovate and invent to solve problems.		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Community Students explore the concepts of justice and injustice in a community through the lens of identity and needs versus wants, then they learn how to use their voices to advocate. (6 lessons) Civic Norms (community discussion norms) **Module 2:** Voting, Leadership and Elections Students further explore justice and advocacy by making content-area connections to topics of leadership, voting, and elections. (4 lessons) **Module 3:** Justice Movement - Voting Justice Students identify justice and injustice within elections and voting processes and explore advocates working for voting justice. (3 lessons) **Module 4** Civic Action Students choose a justice issue as a class and engage in the justice cycle (a mini civic action project).
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Weeks 1-6	*Texts not directly connected*	

Week 7 How do inventors and innovators make a difference?	*Marvelous Mattie: How Margaret E. Knight Became an Inventor* Day 1: Why would someone say, "A girl couldn't make that"? How does this help us understand more about the time period? It is unfair to think that a girl couldn't invent a kite. The belief that girls are not as smart or as capable as boys is called sexism. Day 3: How did Mattie make a difference in her community? "Lewis Latimer and the Long-Lasting Light Bulb" How does the information on this slide show us that Lewis Latimer made a difference in his community beyond being an inventor and innovator? "The Lizard and the Sun" Day 5: How did the lizard respond to the problem differently than other animals? How did the community end up working together to respond to the problem?	
Week 8 How do new ideas contribute to our community?	Day 2: How can each member of your group contribute to the poster? *Follow the Moon Home* We have read about other activists—people who work for change. … Based on their actions in the story, how are Viv and her classmates activists? How does this story inspire you to make a change in your community?	
CDJ Lessons not mentioned above:		Module 3, Lesson 2: Voting Perspectives Module 3, Lesson 3: Voting Justice In Action

Second Grade

***Focus* Unit 1: How We Learn in Our School Communities** Most relevant Big Idea: Communities can include and support all learners. Most relevant Guiding Question: How do I contribute to our learning community?		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Lives Students explore the concepts of justice and injustice through the lens of equity and multiple perspectives. (5 lessons) Civic Norms (community discussion norms) **Module 2:** Justice in Our Environment Students build their understanding of environmental justice by reflecting on how the environment meets our needs and how humans impact the environment. (4 lessons) **Module 3:** Movements for Change Students connect justice and advocacy to personal identity by examining the environmental justice advocate Tanisha Arena with Arise (4 lessons).
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Week 1 How do we want to work and learn together this year?	Drafting Classroom Agreements 2 Day 5: how do we want our classroom to feel so that we can all do our best learning?	Module 0 - Establish Essential Agreements and Civic Norms Tools: ● Civic Norms ● Justice in MY Life -- Student Task Sheet ● Justice in OUR Lives T Chart Poster Activities: ● Civics Examples Sort
Week 2 What do we understand about ourselves and others as learners?	"Children's Comments about Learning" Day 4: What is an activity you like to do with other people? (*When we pay attention to how we learn and how others learn, we build a stronger learning community in our classroom.*)	Module 0, Lesson 1: Identity Activities: ● Identity BINGO

Week 3 How do we make sure that each member of our community can do their best learning?	*Rainbow Joe and Me* Day 3: If we had a learner like Rainbow Joe or Eloise in our class, how would we make sure that they could do their best learning? "Dear Teacher" (video) Day 5: How do some children do their best learning? What do we need to do our best learning?	Module 0, Lesson 4: Perspectives Activities: ● Perspective Comic
Week 4 Why is school important?	UN Convention on the Rights of the Child Day 1: What protection does this article provide to children? What difference does education make? Day 2: What was the authors' purpose in writing these articles? What additional article about children's educational rights would you add to the Convention of the Rights of the Child? *Seeds of Change: Planting a Path to Peace* Day 3: What do we learn about women's rights? Why is education important to Wangari as a woman? Do you share Wangari's beliefs about education? Why or why not? Day 4: What does Wangari want to share with Kenyan women? Why is this important? What is the Green Belt Movement? What do we learn about women's rights? UN Convention on the Rights of the Child and *Seeds of Change: Planting a Path to Peace* Day 5: What do we learn about the importance of the right to learn?	Module 1, Lesson 1: Community and Equity (Needs) Activities: ● Wants vs. Needs Sort or Task Sheet

Week 5 What can we learn about school from communities in the United States and around the world?	*Dear Mr. Rosenwald: The School that Hope Built* Day 1: What do you understand about Rosenwald Schools? What do you understand about the time period when they were built? What is school like in 1921 for Ovella and Junior? What does it mean that children go to school in shacks and corncribs? What is it like for children to work during the harvest? Why does Julius Rosenwald want to share his money? Why do the people have to raise their own money? Why does Uncle Bo say that white people have to pitch in? How do people contribute to the school? Day 2: What is school like for Ovella and other Black children in her community during this time period? How might school be different for a white child compared to Ovella at this time and place? Inclusive Playgrounds (slides) Day 4: Why are inclusive playgrounds important for all learners around the world? *Off to Class: A Sense of Independence* Day 5: What does this right describe? How is this related to the kind of inclusion the Hazelwood School offers?	Module 1, Lesson 2: Justice Activities: ● Justice/Injustice Sort ● Justice Vs Injustice Worksheet ● Complete the Sentence: Justice vs Just
Week 6 What do we know and what can we find out about our school?	Interview with Youth Activists (slides) Day 1: Why is a sense of community important for activists? How has their activism made a change in their schools or in Boston? What can we learn as second graders about	Module 2, Lesson 4: Environmental Justice: Dams Module 3, Lesson 1: Working Together for Justice Module 3, Lesson 2: Environmental Justice: Clean Air Module 3, Lesson 3: Environmental Justice: Trees Activities:

	how to advocate for specific changes from Anya and Tay? What are the ways that Anya and Tay work for change in their community? What specific changes do you believe we should advocate for in our Boston community? Why do you think so? Project Introduction 1: Gathering Data About Our School Day 2: This week we are beginning a project we'll do together, the Our Schools Project, where we'll think about and advocate for something that will make our school a place where everyone can do their best learning. Project Introduction 2: Developing an Interview Day 3: These interviews will help us determine a focus for our project that is important to us and to others in our school community. Project Introduction 3: Choosing an Audience Day 4: Who makes decisions in our schools? How Do We Sit? Day 5: Why is it important to advocate for what we need?	• Peaceful Environment Task Sheet • Justice Cycle: Clean Rivers • Justice Cycle: Case Study
Week 7 How can I contribute to my school community?	Jeri Robinson: A Leader in Boston Education Day 5: How is Jeri Robinson a leader in education?	Module 1, Lesson 3: Advocacy Activities: • Advocate: Problem and Solution • Advocating Task Sheet
Week 8 How do schools	Strong Schools, Strong Communities Day 3: How can different parts of a community—like libraries, hospitals, and	Module 1, Lesson 4: Justice Advocates Activities:

contribute to strong communities?	businesses—support their schools? Synthesis of Unit Ideas Day 4: How do we build strong communities?	• Justice Cycle • Advocate: Action or Person • Advocate Sort Field Trip Opportunity: • Discovering Justice field trip -. Students explore the concept of justice looking at a case, meet with a courthouse professional and tour the Moakley Federal Courthouse. Book here.
***Focus* Unit 2: The Forces of Wind and Water** Most relevant Big Idea: The changing shape of land impacts people. Most relevant Guiding Question: Should we intervene with nature?		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Lives Students explore the concepts of justice and injustice through the lens of equity and multiple perspectives. (5 lessons) Civic Norms (community discussion norms) **Module 2:** Justice in Our Environment Students build their understanding of environmental justice by reflecting on how the environment meets our needs and how humans impact the environment. (4 lessons) **Module 3:** Movements for Change Students connect justice and advocacy to personal identity by examining the environmental justice advocate Tanisha Arena with Arise (4 lessons).ment meets our needs and how humans impact the environment. (4 lessons)
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Weeks 1-8	*This unit builds children's science knowledge which can be applied to CDJ Module 2.*	Module 2, Lesson 1: Environment Module 2, Lesson 2: Adapting to Our Environment Module 2, Lesson 3: Renewable Resources Module 2, Lesson 4: Environmental Justice: Dams Module 2, Lesson 5: Perspectives and the Environment Activities: • People Impacting Environments Task Sheet • Environmental Justice Drag & Drop • Environmental Justice: Dams

		• Salmon Speak: Before and After Dams • Skit Situation Cards with Accompanying Worksheets Additional suggested texts in Second Grade Read Aloud Library
***Focus* Unit 3: Connecting Places, Connecting People** Most relevant Big Idea: We understand our own identities by thinking about where we are and where we come from. Most relevant Guiding Question: How can understanding others help us to understand ourselves?		**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Lives Students explore the concepts of justice and injustice through the lens of equity and multiple perspectives. (5 lessons) Civic Norms (community discussion norms) **Module 2:** Justice in Our Environment Students build their understanding of environmental justice by reflecting on how the environment meets our needs and how humans impact the environment. (4 lessons) **Module 3:** Movements for Change Students connect justice and advocacy to personal identity by examining the environmental justice advocate Tanisha Arena with Arise (4 lessons).
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Week 1	*Texts not directly connected*	
Week 2 What can we learn by exploring stories and music from different places?	*Drum Dream Girl* Day 1: *In many places, girls and women have been treated differently than boys and men. In many families at this time in Cuba, fathers made most of the decisions. This story gives one example of that. What do you think about this?* Day 2: …being "enthusiastically cheered" by Eleanor Roosevelt shows that she was an important role model for women, noting Eleanor Roosevelt as a strong advocate for women doing anything they wanted to,	

	especially the many things they had not had access to historically. Day 3: See Buena Vista Social Club Background Information for context to explore about racial segregation.	
Week 3	*Texts not directly connected*	
Week 4 How are people connected in and across communities?	*Soccer Star* Day 1: Note: The story includes sensitive topics, particularly poverty and children working to support their families instead of attending school. Consider the life experiences of children in the classroom community to plan for potential impacts of these discussions. It may make sense to frame the conversation with a connection to Unit 1 and the UN Convention on the Rights of the Child. *Maria impresses Paulo with the way she plays soccer. But it seems like there's a rule that prevents Maria from playing on the team. Does this remind you of another text?*	
Week 5 How are community traditions passed down and shared?	*Abuela's Weave* Day 4: Why does Abuela disguise herself at the market? What do you think about this? Why is this an important part of the story?	

Week 6 What are some of Boston's stories?	Portraits of Bostonians Day 4: "Everything that I do is shaped by the experiences that I've had with my family and that I've heard in families all across the city who share the same struggles and dreams. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my resilience from seeing the challenges that my parents faced as immigrants to this country who came here with nothing." - Mayor Michelle Wu, 2021	Field Trip Opportunity: ● Discovering Justice field trip -. Students explore the concept of justice looking at a case, meet with a courthouse professional and tour the Moakley Federal Courthouse. Book here.
Week 7 How are people connected in and across communities?	Haitian Art Day 3: *This painting shows soldiers—called "heroes" by the artist—who fought for Haiti to become its own republic, or independent government. One thing that is important about Haiti is that it is the first republic, or government, set up by Black people to lead themselves in the Western Hemisphere, this entire part of the world.*	Activities: ● Identity Bingo Game Boards
Week 8	*Text not directly connected*	
***Focus* Unit 4: The Power of Pollinators** Most relevant Big Idea: Organisms in an ecosystem are interdependent. Animals, including humans, benefit from and depend on pollination. Most relevant Guiding Question: What makes particular organisms interdependent? Why is pollination important to people and other animals?	**CDJ** Voting, Leadership, Community, and Justice **Module 1:** Justice in Our Lives Students explore the concepts of justice and injustice through the lens of equity and multiple perspectives. (5 lessons) Civic Norms (community discussion norms) **Module 2:** Justice in Our Environment Students build their understanding of environmental justice by reflecting on how the environment meets our needs and how humans impact the environment. (4 lessons)	

		Module 3: Movements for Change Students connect justice and advocacy to personal identity by examining the environmental justice advocate Tanisha Arena with Arise (4 lessons). **Module 4** Civic Action Students choose a justice issue as a class and engage in the justice cycle (a mini civic action project).
***Focus* Text Talk text and central question(s)**		**CDJ lessons / tools**
Weeks 1-5	*This unit builds children's science knowledge which can be applied to CDJ Module 3.*	Module 3, Lesson 1: Working Together for Justice Module 3, Lesson 2: Environmental Justice: Clean Air Module 3, Lesson 3: Environmental Justice: Trees
Week 6 Why is pollination important to people and other animals?	Day 2: The Pollinator Project is introduced with the weekly question. *What If There Were No Bees?* Day 3: What types of dangers do bees face? How would humans be affected if there were no bees? Massachusetts Legislation to Protect Pollinators Day 5: *In Massachusetts, many legislators—people who make laws— are concerned about pollinators, too, and they want to set rules about what chemicals farmers may and may not use. A bill is a proposal for a law that has not been fully voted on yet; legislators are still making arguments to each other about whether these bills should become laws, and why.* This lesson continues to explain and explore the legislative process.	
Week 7	"Places for Pollinators in Boston"	

Why is pollination important to people and other animals?	Day 3: According to this text, why is pollination important to people? What can we do to increase the number of pollinators in Boston?	
Week 8 How do I and how do we contribute to our communities?	"Classroom Hives" Day 1: What ideas do you have about how you and we can contribute to our community? *Seeds of Change: Planting a Path to Peace* Day 2: How do Wangari's actions in Seeds of Change contribute to her community?What does this tell us about the importance of the tree in this ecosystem? Why is it important that we understand what plants and animals need to survive? Why is Wangari concerned about companies clearing land for coffee plantations? How does this impact the plants, people, and other animals living in the community? [Lesson continues to address questions of people and environment.] Wangari has focused her work in her home country. But she has made a contribution far beyond Kenya. How do Wangari's actions contribute to the global community? Day 3: How are the impacts of Wangari's actions and the South Sichuan hand pollinators' actions similar? How are their impacts different? What is the cause of the destruction of the forests in Wangari's community? What is the cause of the disappearance of	

	the bees in the South Sichuan Province? Connecting Texts, Connecting Learning Day 5: What text would you recommend to others who want to think about how they can contribute to their communities? If you were going to write a text about pollination, what message would you want that text to communicate? Why?	