



Social Justice Academy Summer 2023

Scholars will define and critically think about Social Justice, identify social injustices in the community, and create opportunities for activism through writing, action, art.....

Basic Program Information:

- Timeline: Wednesday, June 7-Wednesday, June 28, 2023
No school on Fridays and June 19
Monday-Thursday 8 AM-11:30 AM Scholar hours
Monday-Thursday 7:30-12:00 Noon Teacher hours
- Where: Pioneer Elementary School
- Who: 80 students total--**any elementary NHUSD** rising 3rd-6th grade scholars
2 Lead Teachers (Ramirez, Tecson)
2 Teachers (Allen, Saucedo)
= 4 classes (20 -25 scholars per class/1 teacher per class)
- Ethnic Studies Professional Development:
Max of 4 additional teachers who are participating in the professional learning opportunity embedded in the Academy. (1 per class: already interested Kim Debono - KIT, Sara Maes - EML, Patty Brandt - EML, Kelly Payton - SEA)

Project Description

This is a 3 week Academy for rising 3rd-6th grade NHUSD students grounded in the the call to action of the *Alameda County Office of Education Racial Justice Resolution #2226* in which community members such as educators are asked to, “help our children understand and react to racial differences, and to teach our youth how to speak up against injustice, racism and inequality.”

Brave conversations, critical thinking and action research are major components of this learning academy. Scholars define, discuss, demystify, and grow their understanding of social injustices in our communities with empathy and compassion. They will identify injustices that they feel are most important to them and through action research, delve deeper in the complexity of its existence from

multiple perspectives. Another important component of this learning academy is advocacy and activism. Through advocacy and activism we empower scholars with a purpose as they work on self-selected projects that make a difference in their communities. The SJA Academy will provide the elementary level Ethnic Studies component of the California mandated K-12 Ethnic Studies curriculum.

Overall Objective (Long term impact)

On a national, state and county level - legislation and resolutions have been passed and adopted that work to improve the educational opportunities and learning outcomes of all students. On a state level it has been determined that “incorporating ethnic studies into state content standards may be an effective way to implement content that encompasses students’ different experiences and to increase students’ academic engagement and agency.” The implementation of Ethnic Studies programs and curriculum helps “to narrow the achievement gap and the opportunity gap for students of color as well as benefits white students”. This program is the beginning of Ethnic Studies curriculum at the elementary level and the objective is to grow this program to have the lasting impacts stated above - increased belonging and engagement, increased opportunities and achievement. New Haven Unified can continue the work as a pioneer along with neighboring districts in the development of a district wide, TK-grade 12, Ethnic Studies program that impacts students at all levels of their education.

Project Objectives & Standards

[SJA Overview](#): Goals, Standards, Curriculum

As stated above, the SJA meets the call to action of the *Alameda County Office of Education Racial Justice Resolution #2226* in which community members such as educators are asked to, “help our children understand and react to racial differences, and to teach our youth how to speak up against injustice, racism and inequality.”

California State Standards:

Reading

RI 5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 5.6-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI 5.7-Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI 5.9-Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

W 5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 5.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 5.4-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.6-With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others.

W 5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W 5.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

SL 5.1-Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly.

SL 5.3-Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.4-Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

Social Justice Standards: (From Teaching for Tolerance Social Justice Standards)

<u>Identity</u> 1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people's multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people. 5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.	<u>Diversity</u> 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
<u>Justice</u> 11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.	<u>Action</u> Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	experience bias. 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
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California Ethnic Studies Standards:

As a way to increase student engagement and encourage students to connect to their learning, some states have begun efforts to incorporate ethnic studies into state content standards. Ethnic studies standards focus on the “knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in that group’s lived experiences and intellectual scholarship” (Sleeter, 2011).¹

Guiding Institutional Frameworks/Foundations

California Ethnic Studies Model Curriculum

Therefore, under the direction of State Superintendent of Public Instruction Tony Thurmond and the guidance of the IQC, this model curriculum has been written to include information on the foundational disciplines in ethnic studies, and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom. The adaptations should center on deepening or augmenting rather than scaling down any of the four disciplines. 4 For notes on disciplinary naming, please see chapter 3. This model curriculum is a step toward rectifying omission of the experiences and cultures of communities within California

The role of our public schools to promote understanding and appreciation of its diverse population must be an essential part of the curriculum offered to every student. Ethnic studies instruction should be a fundamental component of California public education in the twenty-first century. The Ethnic Studies Model Curriculum helps build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy.

In alignment with the California Ethnic Studies Model Curriculum, the SJA curriculum includes the following guiding values and principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

Alameda County Office of Education - Racial Justice Resolution 2226

On July 14, 2020 Alameda County Office of Education passed and adopted Racial Justice Resolution #2226

WHEREAS, to bring about true and sustained change, the Alameda County Board of Education urges the community of Alameda County to come together in unity and create impactful dialogue on racism and inequities and work toward positive transformations that address racism and inequalities; and

WHEREAS, the Alameda County Board of Education calls upon parents, educators, leaders, and all community members to help our children understand and react to racial differences, and to teach our youth how to speak up against injustice, racism and inequality;

Alameda County Office of Education - Ethnic Studies Resolution 2227:

WHEREAS, studies show that Ethnic Studies curriculum helps to narrow the achievement gap and the opportunity gap for students of color as well as benefits white students; and WHEREAS, Ethnic Studies enhances equity in the school curriculum; and

District Strategic Plan:

Goal 1 College, Career, and Life Readiness

- All students will graduate prepared for college, career, and life where every student can

choose how to become productive, responsible and successful **global citizens**.

Goal 2 Equity, Access, and Achievement

- Ensure inclusive and equitable conditions.
- Develop and implement multi-tiered systems of academic, behavioral, and comprehensive socio-emotional support.

Goal 3 Effective Employee Relations and a Collaborative District Culture

- Develop transparent and inclusive communication and problem-solving relationships.
- Retain and attract a workforce that feels valued and engaged in collaborative and innovative working environments.

Goal 4 Community Outreach, Engagement and Advocacy

- Families and community members are engaged and informed partners in our students' educational experiences and outcomes.

New Haven Unified School District Resolutions:

- Support of Indian Farmworkers 2023
- Supporting Mental Health Wellness and Staff and Student Wellness 2023
- Black History Month 2023
- Women's History Month 2023
- In Support for Asian American and Pacific Islander 2022
- American Muslim Awareness and Appreciation Month 2022
- Sikh American Awareness and Appreciation Month 2022
- National Hispanic Heritage Month 2022
- Native American Heritage Month 2022
- African American Heritage Month 2022
- Latinx Heritage Month 2021
- Support of Asian American and Pacific Islander 2021
- LGBTQIA+ History Month 2022
- Filipino American History Month 2021
- Recognition of Safe Haven" School District
- Black Lives Matter in School 2020
- Affirming Support of AB 1616 Ethnic Studies Model Curriculum 2020

New Haven Unified School District Ethnic Studies Goal:

Ethnic Studies is centered on knowing and understanding our students. Ethnic Studies is rooted in and fosters self love, empowerment, grit, community, solidarity, hope, and healing. Ethnic studies is an interdisciplinary approach and provides a safe, academic space. Ethnic Studies develops social, political, historical, environmental, economic, and academic literacy through pedagogical practices that are responsive to ALL of OUR students. Ethnic Studies empowers students to explore multiple narratives, various ethnic and socio-economic backgrounds and their history, as well as the intersectionality between all people. Ethnic Studies encompasses the 5 C's: Cultural Competence, Critical Thinking, Collaboration, Communication, and Creativity. It is curriculum relevant and accurate to the cultures in our classroom and it is a path to understanding and appreciating everyone's identity, the factors that create it, and the evolution of identity. Ethnic Studies will help students understand how our social construct is affected by race and the root causes of oppression, power,

and privilege. It is the counter narrative to the historically institutionalized narrative taught in the United States.

Expected Results

- Creation of classrooms full of belonging and dignity.
- Scholars develop self-efficacy, purpose and a feeling of empowerment to make change.
- Scholars developing critical thinking tools and the language/vocabulary needed to engage in courageous, informed conversations on topics related to inequality and social justice.
- Scholars developing reading, writing and critical thinking skills needed to research social justice topics of interest and create projects that work towards growth and transformation.
- Academic Achievement data and qualitative data, i.e. personal testimonials, that show the SJA has impacted academic and personal growth.
- Scholars heading to the next grade level in elementary and middle school with knowledge of vocabulary and concepts to contribute to their learning in Social Sciences, Reading and Writing.
- Scholars who participated in SJA attending future SJA as volunteers and mentors to both fulfill part of their high school volunteer hours and to contribute their experiences and knowledge to the present scholars in SJA.
- Rising 6th grade scholars participating in SJA inclined to continue their learning by taking Ethnic Studies in Middle School and enrolling in Ethnic Studies Program at Logan High School.
- A growing Ethnic Studies curriculum that promotes the elementary component of the K-12 continuum of the California Ethnic Studies Model Curriculum.

Ethnic Studies Professional Development

Teachers who are participating in the Academy to obtain Ethnic Studies Professional Development will:

- Explore core concepts to deepen their understanding of the history they intend to teach while simultaneously exploring their own identity, the way their identity has affected and been affected by their experiences, and how their identity influences their perspective and the way they are seen by others, including their scholars.
- Gain insight from others' experiences and perspectives and build relationships for ongoing exploration, which may be useful as they then create reflective communities for their scholars.
- Grow in their own understanding of Ethnic Studies as they participate in collaboration, curriculum, and co-plan with the lead teachers.
- Practice culturally responsive teaching practices such as:

- Empowering students to share thoughts
- Establishing inclusion
- Integrating diverse work and study practices
- Understanding student learning needs and styles
- Emulating culturally-significant instruction styles, such as oral storytelling
- Observe and practice inclusive practices for brave conversations and how to facilitate honest and insightful discussions with multiple perspectives
- Continue to practice anti-bias and anti-racist, and culturally responsive pedagogy in their classrooms preceding the 2024 SJA.
- Receive a stipend for their summer professional development with an implied commitment to teach SJA the following summer and implement the tools and strategies to incorporate what they learned from the professional development in their own classrooms. Final approval must come from the leads.

Sustainability & Growth

This elementary program will help align the work of the district in creating a district wide Ethnic Studies Program as part of the continuum that will bridge all levels of a New Haven scholar's educational experience. Scholars of the SJA program who continue in elementary school will bring their understanding of perspectives, vocabulary, knowledge and skills to their new classrooms at each of the 6 elementary schools around the district. Student participants leaving elementary school will grow their learning by enrolling in Ethnic Studies in Middle School and subsequently the ESSJ Program at Logan. Scholars are encouraged to return to the elementary SJA in subsequent years (through middle school and high school) to volunteer as mentors and contribute to the knowledge of future SJA Scholars. This program plants the seed leading to many opportunities for them to continue their activism through community organizations like Black Student Union, Filipinos Advocates for Justice, Be Heard, and Causa Justa.

The curriculum we have created and continue to develop is not a scripted curriculum that others can follow without training and development in how to facilitate effective conversations and projects around sensitive topics related to social justice and inequalities. Children come with strong feelings connected to personal experiences. They bring misconceptions, bias, stereotypes and can even make overgeneralizations. We as educators do as well. Observation and participation through a paid professional development will be **mandatory** for teachers before they can start teaching their own class in the academy. Learning how to navigate brave and difficult conversations is a vital part of learning and growing with critical concepts like dehumanization, marginalization, racism, identity, and social activism. As professional development participants, teachers will gain experience and engage in the necessary professional development needed to integrate the work into their own classroom. Eventually they will continue these anti-bias practices and culturally responsive teaching in their own classrooms affecting even more students in the future.

Implementation Schedule

The program is scheduled for 3 weeks because of the level of deep thinking, heavy conversations, and emotional connections. Rising 6th graders will attend at PIO as well. This will allow them to bring their knowledge and experience to the mixed grade conversations and lift the level of the discussions.

Daily Routine: Structure 210 min

- Community Circle 15 min
- Journal Reflection 10 min
- Article/Read Aloud/Video (Social Injustice Topic) 30 min
- Break 15 min
- Discussion and Activity (Social Injustice Topic) 40 min
- Journal Reflection 10 min
- Break 15 min
- Inquiry Project 60 min
- Community Circle 15 min

Curriculum & Activities

WEEK ONE: [Lesson Plan](#) and [Slide Show](#)

WEEK TWO: [Lesson Plan](#) and [Slide Show](#)

WEEK THREE: [Lesson Plan](#) and [Slide Show](#)

Week 1: Day 1

CONCEPTS: *Identity, Race and Ethnicity*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Identity:</u> 1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people's multiple identities interact and create unique and	Guiding values and principles of Ethnic Studies: Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth Key outcomes:

complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people. 5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. <u>Diversity:</u> Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.	● Working toward greater inclusivity ● Furthering self-understanding ● Developing a better understanding of others ● Recognizing intersectionality ● Supporting a community focus ● Developing interpersonal communication
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Read aloud: [Mixed Me and All Our Welcome](#)

TIME	ACTIVITY Slide Show
	Social Justice Board
	Community Circle: * Introductions * Why are you here?
	Journal Reflection: - Who Are YOU? - What do you want us to know about you? - What words describe you? Reflection Journal
	Share BIO BAGS
	Journal Reflection: Notebook: Make a list of things you have in common with others in the academy? Make a list of some differences.

	Identity/Race/Ethnicity Complete Identity MAP : paper/pencil: need copies SHARE
	Community Circle: Share one thing that makes up your Identity.

Week 1: Day 2

CONCEPTS: *Equality, Equity, Liberation*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Justice:</u> - Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). - Students will analyze the harmful impact of bias and injustice on the world, historically and Today. <u>Action:</u> - Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. - Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. - Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.	Guiding values and principles of Ethnic Studies: - Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression - Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels Key outcomes: - Pursuit of justice and equity - Working toward greater inclusivity - Recognizing intersectionality - Promoting self-empowerment for civic engagement

Read Aloud: *Si Se Puede* and Larry Itliong

TIME	ACTIVITY Slide Show
	* purpose and expectations for Community Circle
	Community Circle: Share something about yourself

	Journal Reflection: What do you think Fair means? Is making things fair important? Why or why not and give some examples to support your opinion.				
	BREAK OUT ROOM Equality vs. Equity Chart paper (small groups to large group discussion) What is the difference between: FAIRNESS and EQUALITY? <table border="1"> <thead> <tr> <th>Fair</th> <th>Equal</th> </tr> </thead> <tbody> <tr> <td></td><td></td> </tr> </tbody> </table>	Fair	Equal		
Fair	Equal				
	Graphic showing equality vs. equity Blank paper-What is your idea?				
	Journal Reflection: Explain what the difference between equality and equity is by giving examples				
	BREAKOUT ROOM (4 students per room) Discuss farmer protest in India. How does this movement connect to equality/equity? GALLERY WALK Padlet India				
	Community Circle: Share name and 1 word to describe how you're feeling right now. (Can include explanation, or not)				

Week 1: Day 3

CONCEPTS: *Power and Privilege*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
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Read aloud: [Not My Idea](#)

TIME	ACTIVITY Slide Show
	Community Circle: -Who's in charge in your family?
	Journal Reflection: WHY is the person you shared the one in charge? What is POWER? wer is the ability to... wer looks like...
	BREAK OUT ROOM

	Fill out chart.
	Trashcan basketball activity Shoot 5 times, prize for the person with most baskets Tell us what you noticed.
	Journal Reflection: Explain your understanding of power and how it affects your life?
	BREAKOUT ROOM The Race of Life Activity: Need Area =10 feet or bigger Processing -Journal write 1) What were your thoughts as you did this exercise? 2) What have you learned from this experience?
	Community Circle: Open Circle and optional to speak

Week 1: Day 4

CONCEPTS: Bias, Prejudice, Stereotypes, Model Minority Myth/Anti-Asian Hate

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Justice</u> 1.Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 2. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 3.. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. <u>Action</u> 1.Students will express empathy when people are excluded or mistreated because of their	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement

identities and concern when they themselves experience bias. 2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 4 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.	Supporting a community focus
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Read Aloud: [Mama's Kihmar](#)

TIME	ACTIVITY Slide Show
	Community Circle: Open Circle and optional to speak
	Journal Reflection: Have you ever experienced or seen someone experience discrimination? Give details about that experience. Include how you were feeling.
	BREAKOUT ROOM Hire/Fire Game Played together, students find their own slides in google classroom Student copy Hire/Fire Game
	Challenging Stereotypes Students can find list in google classroom
	Journal Reflection:
	Bring up Anti-Asian hate/violence. Video: Are All Stereotypes True?
	Model Minority PAPER PLATE Portraits (homework) Student Plate Portraits
	Community Circle: Share your favorite words that describe you.

Week 2: Day 1

CONCEPTS: *Marginalization/ Dehumanization*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Justice:</u> 1. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 2. Students will analyze the harmful impact of bias and injustice on the world, historically and today. <u>Action:</u> 1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement

Read aloud: *When I was Eight*

TIME	ACTIVITY Slide Show
	Community Circle: Open Circle and optional to speak
	Together we define Marginalization by viewing pictures, discussing and defining. What does it mean for a person or group to be MARGINALIZED?  Initiation:
	GALLERY WALK

	First Impressions Students Walk around and write and post it and place it on each image. Then they choose a quote or image to reflect on in Describe what message you think this image/quote presents? Explain how that makes you feel? Gallery Student
	What does it mean to DEHUMANIZE? de human ize de definition: Dehumanize Also look at last slide in Gallery Walk
	Journal Reflection: -What's the purpose of dehumanizing a group of people? -How can we prevent or change the course of dehumanizing people?
	Small Groups: Organizer: Holocaust, Ethnic Cleansing in Palestine, Tulsa, Black Wall Street, Indian Removal Act of 1830--Indigenous Boarding Schools (Indian Residential Schools) REsource Padlet
	Community Circle: Open Circle, optional to talk

Week 2: Day 2

CONCEPTS: *Social Justice, Injustice, Inequity*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Justice</u> 1.Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 2. Students will analyze the harmful impact of bias and injustice on the world, historically and 3.Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. <u>Action</u> 1. Students will express empathy when people	Guiding values and principles of Ethnic Studies: • Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression • Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society • Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels • Connect ourselves to past and contemporary

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Read Aloud: [Si Se Puede](#) and [Larry Itliong](#)

TIME	ACTIVITY Slide Show
	Community Circle: Highs and Lows
	Journal Reflection: Make a list of World Problems and describe why you think some of these problems exist or what they cause.
	Read Aloud: Peaceful Fights for Equal Rights What is SOCIAL JUSTICE? Social: Justice: Definition:
	What does Social Justice mean to you?
	Global Issues then we will put them on different columns- students walk around and "go deeper" give examples of problems for each
	Kid Prez: How to Change the World Choosing an Issue -What is important to you? -What is something that needs to change? -What can you do?
	Journal Reflection: Why did you choose this issue? Why do you think this issue is an example of social injustice? Why is it important to you?

	Plan: Develop your passions
	Intro into Passion Project Videos: Social Justice Activist Genius Hour
	Community Circle: Open Circle, optional to talk

Week 2: Day 3

CONCEPTS: *Black Lives Matter*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Diversity</u> 1.Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 2.. Students will respond to diversity by building empathy, respect, understanding and connection. <u>Justice</u> 1.Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 2. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 3. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. 4.. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement

<u>Action</u> 1.Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 3.. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.	
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Read aloud: *Something Happened in Our Town*

TIME	ACTIVITY Slide Show
	Community Circle: Open Circle and optional to speak
	Journal Reflection: When you hear "Black Lives Matter", what does it make you think? What do you know about the Black Lives Matter movement?
	Video : Brief history of the BLM movement (7:00) Read through the BLM slideshow .
	Small Groups Make groups of 5. Decide which question each of you will answer. Research the question and type your response. (The Language of Protest)
	Whole group-go over responses and the teacher fills out a chart.
	Small Groups Groups of 4 Each person chooses one to google. Discuss people on posters. (Slide 11-- Say Their Names) (Homework)
	Listen to this lyricist . REFLECTION JOURNAL: After you listen to the song or read the lyrics, draw a picture or write a few sentences about what you think the message of the song is.
	Fill out planning pages-- Question, Research, Create, Share Teacher will meet with each student, to get project approval from teachers.
	Community Circle:

	Open Circle and optional to speak
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Week 2: Day 4

CONCEPTS: *Schools/ Prison Pipeline*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Justice</u> 1. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 2. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. 3. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. <u>Action</u> 1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 3. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 4.. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement

Read Aloud: [Mama's Kihmar](#)

TIME	ACTIVITY Slide Show
	Community Circle: Open Circle and optional to speak
	 Journal Reflection: Do you know someone who is incarcerated (in jail)? What do you think about prison? Look at this Cartoon, what do you think is happening? What is this cartoon saying about school and prison?
	INFOGRAPHIC STUDY In groups of 5, students will analyze and discuss the information and answer questions. School To Prison Infographic
	Infographic Analysis and share
	School To Prison Video
	Research topic
	Community Circle: Open Circle and optional to speak

Week 3: Day 1

CONCEPTS: [Gender Equality](#)

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Identity</u> - Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people. - Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. <u>Diversity</u> - Students will express comfort with people who are both similar to and different from them and	Guiding values and principles of Ethnic Studies: - Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression - Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels - Connect ourselves to past and contemporary social movements that struggle for social

engage respectfully with all people. 2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 4. Students will respond to diversity by building empathy, respect, understanding and connection. 5. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. <u>Justice</u> 1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. 2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 3. Students will analyze the harmful impact of bias and injustice on the world, historically and today. <u>Action</u> 1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 2.. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 3.. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus
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Read aloud: [Julian is a Mermaid and I am Jazz](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Today we are talking about Gender, and Gender Identity. Describe what you think these two terms mean.
	Journal Reflection:

	Are some things only for “girls” and some things only for “boys?” Why or why not?
	Boys and Girls SlideShow
	LGBTQIA SlideShow
	Journal Reflection: Do you think it is harmful to teach kids that something is only for girls and only for boys? Why or why not? How Much do you and your friends stick to gender norms? What would happen if one of you broke a big norm (such as a boy wearing a dress or a girl getting a buzz cut?) Do you think people who break gender norms get treated differently? Why or why not?
	Continue Research/Create final project
	Read Aloud: It feels Good To Be Yourself
	Community Circle: Open Circle, optional to talk

Week 3: Day 2

CONCEPTS: [Immigration](#)

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Identity</u> 1. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people. 2. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. <u>Diversity</u> 1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. 3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 4. Students will respond to diversity by building empathy, respect, understanding and connection.	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity

5. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. <u>Justice</u> 1.Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. 2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 3. Students will analyze the harmful impact of bias and injustice on the world, historically and today. <u>Action</u> 1.Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 2.. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 3.. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus
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Read Aloud: **Dreamers**

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Journal Reflection: Why do people immigrate to the United States? Do you know anyone who has traveled here from another country? What were their reasons? How did they get here?
	Read aloud the Book: The Journey
	PADLET: Choose 2 of the memes to write about. What does it make you feel and think? Why?
	Immigration Myths lesson from Teaching Tolerance
	(KAHOOT) Debunking Myths
	Video Video 2

	Journal Reflection: Is there a difference between being anti-immigration and being anti-illegal immigration? Does immigration need to be controlled? How do we do that?
	Continue Research/Create final project
	Community Circle: Open Circle, optional to talk

Week 3: Day 3

CONCEPTS: Youth Advocates

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Action</u> 1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 3. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	Guiding values and principles of Ethnic Studies: ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus

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Read aloud: [Young Water Protectors and Say Something](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Journal Reflection: Do you believe that kids can stand up for something and make a change in the world? If yes, what can they do? If not, why do you believe that?
	JIGSAW RESEARCH: Students get in groups of 2 or 3. Choose a youth advocate, research and be prepared to share with class. 1. Describe social justice issues your advocate stands up for. 2. Describe Advocate's background, why is this issue important to them 3. What can we do to support these issues?
	JIGSAW RESEARCH Youth Advocates: Youth Advocate Research Sheet
	Jigsaw share
	Create final project/Practice presentation
	Read Aloud Book Say Something
	Community Circle: Open Circle and optional to speak

Week 3: Day 4

CONCEPTS: CELEBRATION DAY

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<u>Action</u> 1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.	Guiding values and principles of Ethnic Studies: • Cultivate empathy, community actualization, cultural perpetuity, self-worth, self determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) • Celebrate and honor Native People/s of the

3. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. 4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing Key outcomes: ● Pursuit of justice and equity ● Working toward greater inclusivity ● Furthering self-understanding ● Developing a better understanding of others ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus ● Developing interpersonal communication
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TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	WELCOME and THANKS
	Presentation Day

Testimonials : [2021 Social Justice Academy Celebration \(slides and video\)](#)

3/27/2023

My daughter attended the social justice academy over summer of 2020 and we both really appreciated the experience. She had the chance to learn and discuss with her peers about things in the community that we normally didn't talk enough about. She was inspired by learning new ways to think, share and stand up for herself. I felt it was important for her to know that this community, staff and students, cared and wanted to educate and talk about social justice especially with the current climate, which can feel isolating at times. The topics that were hard for me to share alone, she got to understand on a deeper level with the projects and discussions in the social justice academy. She learned important terms, learned about the different ways to combat racism and how to be active and passionate about what she believes in. I would love the opportunity for her younger siblings to learn and feel the support of their peers with the social justice academy like she did.

3/27/23

I was a student in AES and member of the social justice academy. I was a member during 2020 and I felt safe and validated by my teachers in the social justice club. The club gave me a chance to feel confident standing my ground and sharing my opinion on certain topics. Since I was fairly young and didn't

To whom it may concern,

In the past, my son Donovan Phipps had the opportunity to be part of a wonderful summer program, the *Social Justice Academy*. It is so important to educate our youth about honoring the diversity around us. Educating the youth about social justice may help our community recognize, respect and understand our differences. The summer program helped my child understand the importance of respecting others based on their gender, race, ethnicity, faith and sexual orientation. Because of the program, my son has become more empathetic, understands stereotypes, learned about the history of prejudice and oppression, as well as social change. The Social Justice Academy is a wonderful program and I hope New Haven Unified School District will continue to offer the summer program to our youth.

Sincerely,

Jennifer Phipps

Expense/Compensation

Social Justice Academy Summer [2023 Itemized Expenses Sheet](#)

- A total of 74 hours per Lead Teacher @ \$55/hour (This year's Summer School hourly rate). 20 hours include: curriculum development, communication with families, collaboration with teachers obtaining professional development, and organization and implementation of SJA Celebration and 54 hours with scholars to include: curriculum implementation, facilitating courageous conversations, supporting scholar learning and research, assessing scholar learning,
54 (4.5 hrs X 12 Days) Summer School
20 (5 hrs X 4 Days) Curriculum Development Days (6/1, 6/2, 6/5, 6/6)
- 64 hours per Teacher @ \$55/hour (This year's Summer School hourly rate). 10 hours include: classroom set-up, collaboration with Lead Teachers, and organization and implementation of SJA Celebration and 54 hours with scholars include: curriculum implementation, facilitating courageous conversations, supporting scholar learning and research, assessing scholar learning,

54 (4.5 hrs X 12 Days) Summer School

10 (5 hrs X 2 Days) Set-up & planning (6/5 and 6/6)

- Teachers who are participating in the Social Justice Academy to obtain Ethnic Studies Professional Development receive \$1000 stipend with implied commitment to practice culturally relevant pedagogy in their 23-24 classroom and a commitment to teach SJA Summer 2024
- Some materials will be purchased by the 2022 NHSF Grant (\$4000 received)