



# The Children's School • K - 8

## Social Justice Curriculum

### Our Hopes for Each Child

#### **Group Process/Civic Engagement/Social Justice**

- Understands the rights, responsibilities, and challenges of democratic processes within the school setting and actively participates in democratic decision-making
- Builds understanding of self and others through recognition of each person's unique identity and membership in multiple groups
- Respects differences among people and appreciates the value of our multicultural society and world
- Understands that identities, prior experiences, and structures within our society can shape and limit people's access to and participation in democratic processes
- Critically questions rules, norms, assumptions, and stereotypes with respect and purpose
- Recognizes own responsibility to stand up to exclusion, prejudice, and injustice and works towards a more just and inclusive society

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#### **Kindergarten Curricular Goals:**

- Understands rights and responsibilities of classroom and school through group and one-on-one discussion and role play
- Participates in Group and Town Hall meetings and class discussions by taking turns, listening to others, presenting own ideas clearly
- Signs up on Group agenda to bring forth concerns or ideas

- Uses developmentally appropriate respectful language and tone in bringing forth or responding to concerns
- Talks about own identity (family and self) in a way that does not denigrate others
- Understands that the way their family does things is both the same and different from others
- Expresses curiosity about other people
- Describes or notices similarities and differences
- Enjoys being around people like and different from self
- Notices, expresses concern, and seeks help when someone is not being treated fairly
- Accepts responsibility for classroom and schoolwide jobs

Vocabulary\*: rights, responsibilities, voting, similarities, differences, fairness, kindness, consensus

Possible Topics\*: community, rituals, traditions, "All About Me"

\*With regard to vocabulary and possible topics, TCS teachers are mindful to facilitate conversations and use resources that are developmentally appropriate for the students in the class

### **1st Grade Curricular Goals:**

- Participates in Group and Town Hall meetings and class discussions by listening attentively, waiting turn to speak, presenting own ideas clearly, voting
- Uses developmentally appropriate respectful language and tone in bringing forth or responding to concerns or issues
- Describes and affirms own membership in identity groups (using both conventional and invented language)
- Articulates understanding that "we are all alike and we are all different" with regard to categories such as food, clothing, hair, housing, customs, beliefs, ideas
- Contributes to class discussion when discussing project topics

- Votes own conscience rather than following whatever friends are doing
- Notices when someone needs help or a job needs doing and follows through to get it done
- Knows some examples of people or peoples who have worked against inequality, e.g., Civil Rights Movement

\*Vocabulary: customs, segregation, discrimination

\*Possible Topics: U.S. History (e.g., Negro Baseball Leagues, Children's March on Washington, Rosa Parks, Ruby Bridges, Martin Luther King, Jr., women's suffrage), civil rights activists in other countries (e.g., Caesar Chavez)

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## **2nd Grade Curricular Goals:**

- Participates in Group and Town Hall meetings and class discussions by listening attentively, waiting turn to speak, expressing ideas clearly, connecting to or building on the remarks of others, and using respectful language and tone
- Expresses positive identification with multiple identity groups
- Realizes that others may have different ideas or experiences from self
- Does not denigrate or make fun of people for way they look or other immutable or culturally-determined characteristics
- Accepts the rule of the majority while respecting the rights of the minority
- Chooses appropriate time and language for raising a concern with teacher or classmates
- Stands up for self and others when someone is treated unfairly
- Shows kindness to others
- Has ideas for ways to help people; identifies problems along with possible solutions.

\*Vocabulary: immutable, majority, minority, consensus, identity group (e.g., race, gender, class, religion, ability, and others), slavery

\*Possible Topics: International women's rights, U.S. history, importance of caring for the earth, equity in sharing natural resources, consumerism

\*With regard to vocabulary and possible topics, TCS teachers are mindful to facilitate conversations and use resources that are developmentally appropriate for the students in the class

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### **3rd Grade Curricular Goals:**

- Participates in all class and school decision-making processes by bringing forth topics of concern, asking for questions or clarifications when needed to understand what is being agreed to, accepting that differences amongst people can be uncomfortable
- Votes own conscience and does not reprimand others for voting their conscience
- Understands that our cultures and experiences shape the way we see the world
- Becomes more comfortable talking about race, class, gender, and difference
- Understands that inequality and privilege are both historical and current
- Within a given topic or project, identifies which voices are represented and which voices are not heard; seeks out unheard or underrepresented perspectives
- Begins to recognize and identify privilege and discrimination in academic research as well as global, national, local, and schoolwide current events
- Learns to use and/or ask about non-offensive language
- Begins to identify offensive, privileged, or discriminatory behavior without assuming racist, sexist, homophobic, etc. intent

\*Vocabulary: culture, biracial, gay, lesbian, homophobia, low income, indigenous (in)equality, (in)equity, (in)justice, offensive, perspective, privilege, racism, sexism, stereotype

\*Possible Topics: U.S. History, ancient cultures, environmental impact

\*With regard to vocabulary and possible topics, TCS teachers are mindful to facilitate conversations and use resources that are developmentally appropriate for the students in the class

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#### **4th Grade Curricular Goals:**

- Participates in all class and school democratic processes by leading Group and Town Hall meetings with limited teacher direction, linking own comments to remarks of others, and raising purposeful, respectful questions
  - Considers ways to influence democratic processes outside of school community
  - Expresses pride and confidence with regard to own identity without denying value and dignity of other people
  - Recognizes historical and current inequality among groups of people
  - Expresses empathy, understanding, and respect for people's lived experiences and perspectives
  - Works towards using non-offensive language
  - Examines current and historical events through social justice lens, asking who is involved, who is impacted, what is a fair solution
  - Identifies an issue/problem and helps plan event (Hootenanny) to raise money and awareness
- \*Vocabulary: bias, ethnicity vs. race, cultural heritage, electoral college, legislative, executive, judicial branches
- \*Possible Topics: U.S. history (3 branches of government, structure and process of U.S. voting system), current events, media literacy (journalism, games, movies, advertising)
- \*With regard to vocabulary and possible topics, TCS teachers are mindful to facilitate conversations and use resources that are developmentally appropriate for the students in the class 4
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#### **5th Grade Curricular Goals:**

- Participates in classroom and school democratic processes by leading Group and Town Hall meetings, building on others' ideas, staying engaged even when the topic is not of personal interest, and critically questioning the democratic processes themselves

- Recognizes that each person's multiple identities interact to create a unique and complex individual
- Recognizes traits of the dominant culture, their home culture, and other cultures
- Participates respectfully in discussions around challenging topics or perspectives even if uncomfortable
- Recognizes that power and privilege influence relationships at interpersonal, intergroup, and institutional levels
- Raises concerns about discrimination, bias, privilege, and inequity inside or outside school community and seeks ways to address these concerns
- Builds on empathy, understanding, and respect for people's lived experiences and perspectives to advocate effectively for self and others

\*Vocabulary: dominant culture, intersectionality, environmental injustice, sustainability, commercialism, freedom of speech, press, and association

\*Possible Topics: U.S. History and culture, global cultures, violence in media, effects of agriculture on environment, traditional and alternative energy sources

\*With regard to vocabulary and possible topics, TCS teachers are mindful to facilitate conversations and use resources that are developmentally appropriate for the students in the class

### **Middle Level Curricular Goals (6th-8th grades):**

- Participates in classroom and school deliberation observing established protocols and taking an active role in critiquing and improving upon democratic processes
- Investigates the origins of institutional power, bias, and privilege
- Recognizes that each person's multiple identities interact to create a unique and complex individual
- Recognizes personal responsibility to stand up to exclusion, prejudice, and injustice
- Speaks up with courage and respect when they or someone else has been hurt or wronged

- Works effectively and respectfully with others who have different ideas or experiences
- Names and investigates problems arising from social, economic, and environmental inequities inside and outside of the school community and seek ways to address these problems
- Identifies strategies for collective action and evaluates their effectiveness
- Speaks and acts with fairness, kindness, and compassion

\*Vocabulary: bystander, upstander, perpetrator, victim, target group, marginalization, racism, religion, gender, customs, disability, segregation, discrimination, socio-economic status, prejudice, bias, stereotypes, sexism, bi-racial, transgender, diversity, gay, homophobia, indigenous, (in)equality, (in)equity, (in)justice, lesbian, low income, offensive, perspective, privilege, white supremacy, hate groups, mental illness, extremism, terrorism, sexuality, gender identity, social class, tolerance, citizenship, oppression

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