

*Amherst Public Schools
Pelham Elementary School
Amherst-Pelham Regional School District*

Curriculum Construct

Social Justice Curriculum – What’s in it?

Who Holds the Knowledge?

Definition of Terms

- Anti-Bias?
- Social Justice
- Inclusive
- Privilege and the Exercise thereof
- Shared Reading?
- Ensure understanding with agreed upon language

Merge

Context

Goal: To bring / keep on board as many “allies” as possible
 History → Informs the present

Socio / Political / Paradigm

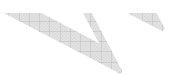
- BAMMS document – “current”?
- Mission Statement ...”generated” / on file
- Level 1 & 2 Mandatory Course Work
- MBO Reflective of Multicultural Teaching / Action

Where do we want...”Us”... to end up?

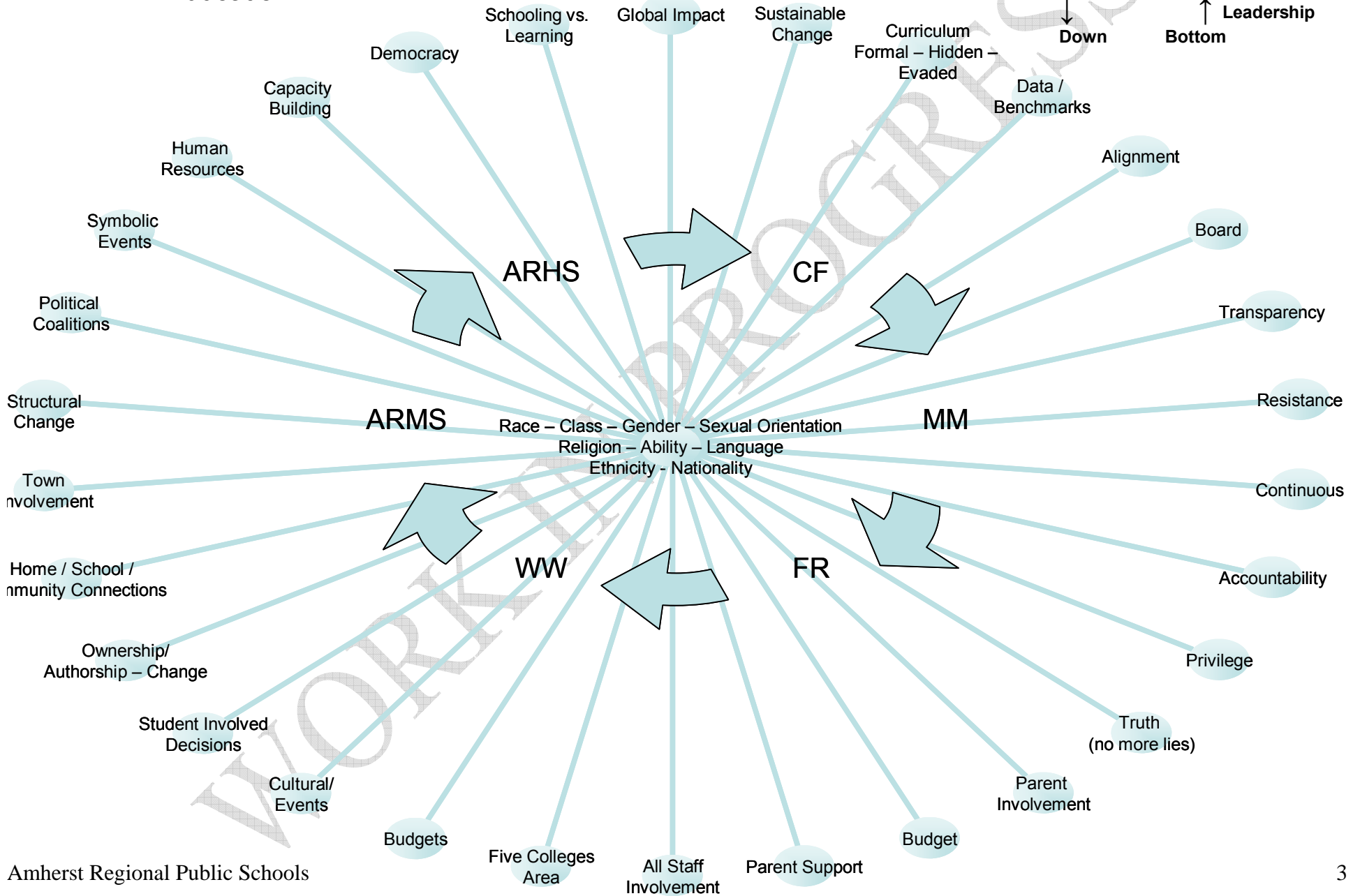


Infusing Social Justice into our shared work – kids / teachers/ all

Foreground: Achievement, Belonging
 Background – Cycle of Oppression – Interrupt it or maintain it?



E3 = Equity & Excellence in Education



Public Schooling as an Expression of Democratic Principles

Historical

Social / Political

Context

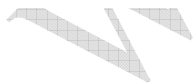
1. Cycle of Oppression
2. Mechanism for Sorting – who gets educated?
3. How Amherst has tried to impact # 2
 - Smart, thinking teachers
 - BAMSS – 1991?
 - Level One & Two Courses
 - MBO – Evaluation
 - Current Mission Statements / Communication to staff from Superintendent

History

“informs the present”

Foreground / Background

Kids / Teachers HOLD BOTH



Social Justice Curriculum... [Is Alive]

It is who we are, not just stuff we teach!

It Must Be **'Intentional'**

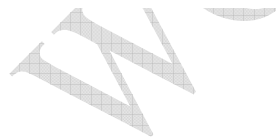
Formal Curriculum

- Allows for **Students** to **act** on issues- where appropriate
- Organized
- Developmentally Appropriate! (Grade level – clustered)
- All Subjects Involved
- Multicultural Approach
- Multiples Versions
- Visions of Oppressed
- Visions of Oppressors
- Inclusive
- Deal with issues of class, race, gender, world events
- Academically **Rigorous**

Informal Curriculum

- Allows for **Staff** to **act** on issues – where appropriate
- (In Practice) with life of school
- All School Activities
 - sports, plays, clubs
- Availability to All
- How are people treated - Kids – Staff
- ↓
- A measure is possible - staff in particular

**Staff Reflective of
Student Population
(Training – Review of
BAMMS)**



- **Faculty** - Inclusive, not exclusive (of 'isms) (of all members of the community) – identify who's voice is not at the table
- **Student / Teacher** – Understand and address privilege – including one's own
- **Student / Teacher** – Develop empathy
- **Student / Teacher** – Recognize connectedness
- **Student** – Recognize effects of individual actions on others, local and global
- **Student / Teacher** – Recognize stereotypes / confront them
- **Student / Teacher** – Deconstruct works with stereotypes / bias
- **Student / Teacher** - Value all positive work
- **All** – Develop a community of respect - Nurture altruism – Teach positive listening, communication skills & social behaviors
- **Students & Teachers** – Identify bias of authors & self
- **Teachers & All** - Time for reflection on these issues
- **Students & Teachers** – Produce effective, conscious change agents who have practiced activism and are willing to step up
- **Students / Teachers** – Presented with and seek out multiple viewpoints – music, arts, writings, historical perspectives
- **ALL** - School-wide effect – from what's on walls, to acceptable humor, to books available, to who receives honors and awards
- **Students / Teachers** – Practice in non violent conflict resolution
- **Administration** – A systemic approach PreK-12 – No exceptions – (not random) – when children are psychologically, intellectually, and emotionally at readiness for next step.
- **Administration** – A system of oversight, evaluation, & accountability is in place
- **Administration** - Teachers challenged and supported

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Race	ELL	Cultural & linguistic differences
Gender	Different Viewpoints	Able-ism
Class	Skill Level	Adoption
Sex	Cognitive Readiness	Effects on Earth
Religion	Special Needs	Bullying
Sexual Orientation	Look-ism	Age-ism
Privilege	Learning Styles	