

Social Justice

Character Education Resource Center *News You Can Use*

June 2021

We invite you to read our June issue of **News You Can Use** featuring resources about social justice in schools. Please share this issue with your friends, colleagues, students and their parents.

Equality is providing the same level of opportunity and assistance to all segments of society, such as races and genders.

Equity is providing various levels of support and assistance depending on specific needs or abilities.

Equality and equity are most often applied to the rights and opportunities of minority groups.

Laws such as the Civil Rights Act of 1964 provide equality, while policies such as affirmative action provide equity.

-Robert Longley, Thought Co, August 2019

Teaching Elementary Students About the Concept of Injustice

(edited) By Alissa Alteri Shea, edutopia, April 2021

In first grade, during Women's History Month, I introduce a social studies unit called Justice Heroes. I always launch the unit with some sort of exercise that prompts my students to think hard about what fairness is (and how upsetting unfairness can be). From there we create a chart and write down responses to the following essential questions that will guide the unit: What is fairness? What does it mean to work for justice? What are the characteristics of a Justice Hero?

To Better Serve All Students

(edited) By Jill Anderson, Usable Knowledge, June 2020

RIDES, an initiative at HGSE that investigates and identifies a common vision for developing equitable, diverse, and truly integrated schools. Recognize the effect of existing systemic racism and inequity at hand. Invest in your self-growth. Reflect on your organization.

Keep equity and race at the center of conversations and decision making. Practice being "inquiry-based" in interactions.

Teacher Leaders For Inclusion

Learning and Leading Together – Dr. Susan Gabel

Disability intersects with race, ethnicity, gender, social class, sexual and gender identity, religion, and all other forms of difference. Understanding inclusion and diversity from the perspective of disability studies in education can help teachers facilitate learning environments that respect and honor difference in its many forms. The program is designed to support teachers who want to improve inclusion at their schools and need resources, research, and training.

Exploring Social Justice Issues Through PBL

(edited) Teague Tubach, Edutopia, March 2021

The open-ended work in project-based learning can help students explore issues that matter to them.

Laying the Groundwork: I decided to give my students options: work independently or with a partner.

Learning From Masters: "Light Up the Darkness" has four key products: a two-voice poem, persuasive art, a book project, and an argumentative essay. The final product was a 1,000-plus-word argumentative essay with a thesis, citations, counter-argument, and rebuttal.

What did I learn?

I learned that justice is a transgenerational struggle.

I learned that silent classrooms are compliant classrooms.

I learned about the importance of allowing students to confront racial and social injustice.

I learned that young people continue to offer unwavering hope.

Social Justice Standards: The Teaching Tolerance Anti-bias Framework

Teaching Tolerance is a project of the Southern Poverty Law Center

CONTENTS: Introduction

Anchor Standards and Domains

K-2 Grade Level Outcomes and Scenarios

3-5 Grade Level Outcomes and Scenarios

6-8 Grade Level Outcomes and Scenarios

9-12 Grade Level Outcomes and Scenarios

21 Free Resources for Teaching Social Justice in the Classroom

(edited) Magan DeMatteo, WE ARE TEACHERS, March 2019

1. [Teaching Tolerance](#)
2. [Poets.org](#)
3. [The National Education Association's Social Justice Lesson Plans](#)
4. [The Knotted Line](#)
5. [@RethinkSchools](#)
6. [#EduColor](#)
7. [DisruptTexts](#)
8. [@theconsciouskid](#)
9. [@teachandtransform](#)
10. [Educators for Social Justice Podcast](#)
11. [Cult of Pedagogy](#)
12. [The Truth for Teachers Podcast](#)
13. [The Global Oneness Project](#)
14. [The Critical Media Project](#)
15. [iCivics](#)
16. [iWitness](#)
17. [Constitute](#)
18. [DoSomething.org](#)
19. [YR Media](#)
20. [Facing History and Ourselves](#)
21. [The Zinn Education Project](#)

Character Education Resource Center

What did you choose to focus on? What 1-2 measurable goals did you set?

Here are our ACTION ITEMS.

Since we are a RESOURCE CENTER, we will, when appropriate:

(1) Provide authentic experiences for teacher candidates, educators, parents, and community leaders to meet and interact with expert speakers and participate in workshops such as our
(2) that our colleagues in the Department invite to conduct programs where multiple classes could attend at once.

(3) On a monthly basis, continue to publish a Blog, a Newsletter, and a Message Board.

We contact over 200 educators in the county, several colleges and universities in (CSU Fresno/SCU for example) and out of the State. We have several informal arrangements with several State Agencies including New Jersey and Wisconsin.

We inform USD students in L&T, Counseling and Leadership

as well as USD faculty and staff through our blogs and newsletters on a monthly basis.

(4) Continue to spend a lot of time answering emails sent to us requesting information about resources usually on topics in the news and on a school/school district's agenda.

This is an important ACTION ITEM for us so will continue to implement it.

Currently we are getting requests for information about anti-racism (how do I talk to my students about racism in my classes.) But you will note that this is nothing new for us—we know how to contact the experts and access resources that teachers, parents, and community leaders need.

1) Assist and help fund, when possible, guest speakers and workshop leaders in our Saturday Morning Seminars and the summer Conference.

2) Continue to publish a Blog, a Newsletter, and a Message Board that is sent to over 200 educators in the county, as well as several colleges and universities.

3) Answering emails sent to us requesting information about resources usually on topics in the news (anti-racism, social justice, bullying, for example) and on a school/school district's agenda (for example: implementing character education and social-emotional learning).

CHARACTER EDUCATION RESOURCE CENTER



We would like to hear your thoughts, questions, and feedback about this special issue of NUCU. What is helpful to you and your students?

Contact us at

character@sandiego.edu.

[Donate](#)

Help us if you can:

annualgiving@sandiego.edu.
