

UVA Resource Guide Overview

The Curry School of Education at the University of Virginia is committed to building a more just society. We realize this will not happen accidentally, but through the dedicated efforts of individuals across the country. The pursuit of justice often occurs in K-12 spaces, led by teachers and staff who work tirelessly to provide educational opportunities for students of all ages.

We want to support their efforts with the following resource guide, which provides pertinent information on existing social justice curricula, including topics covered, grade level of focus, and how to locate each resource. We analyzed contemporary social justice education literature to identify key social justice learning domains, which were then used as a framework to evaluate existing curriculum resources. The domains we incorporated in our review are listed below, alongside a key which indicates the degree to which a particular domain appears within each resource.

Ultimately, we hope this guide will help educators determine which resource best meets their context-specific needs. This list is by no means exhaustive. For example, resources that had less than three materials and/or required purchase were not included in our guide, and there may be resources that met our criteria but were inadvertently overlooked in our search. Moreover, others may have a different interpretation of our evaluation scores. Despite limitations, we believe this document will support the pursuit of a more equitable, democratic society— one classroom at a time.

Social Justice Learning Domains

Critical Consciousness: The ability to recognize and analyze systems of inequality, and the commitment to take action against these systems (Freire, 2005).

Reciprocal Community Relationship: The school recognizes its role as both a resource and beneficiary to the community (Carlisle et al., 2006).

Systems Wide Approach: Every aspect of the school environment (physical, social, academic) is committed to building and maintaining a socially just environment for families, students, teachers, administrators (Carlisle et al., 2006).

Direct Social Justice Teaching: Teachers and administrators explicitly teach aspects of social justice (SJ), including but not limited to SJ terms, application of SJ principles, and confronting manifestations of social oppression (Carlisle et al., 2006).

High Expectations: The school provides a diverse/challenging learning environment that holds all students to high expectations and empowers students of all social identities (Carlisle et al., 2006).

Inclusion and Equity: The school promotes inclusion and equity by addressing all forms of social oppression (Carlisle et al., 2006).

Self-reflection: Teachers provide students opportunities to learn who they are and where they come from (Picower, 2012).

Social Action: Teachers provide opportunities to take action on issues that affect students and their communities. Students identify issues they feel passionate about and learn the skills of creating change firsthand (Carlisle et al., 2006; Picower, 2012).

Social Identities: The portion of an individual's self-concept derived from perceived membership in a relevant social group (Tajfel & Turner, 1979).

Evaluation Key

	X	XX	XXX
Not Present	Minimal Presence	Some Presence	Full presence

K-6 Resources

Using Their Words (K-6)		
<p>Mission of Organization: This site provides examples, lessons, and blog experiences of teachers enacting social justice in their classroom. It delivers a multimedia space to see social justice projects in action. http://www.usingtheirwords.org/</p> <p>Link to curriculum: http://www.usingtheirwords.org/sje-units/</p> <p>External Funding: No</p>	<p>Curriculum Description: This curriculum has individual units that address different topics and elements of social justice and are also aligned with the New Jersey standards of learning. These units are made by educators. They are directed at having students look at, analyze, and discuss difficult events. These lessons inspire students to take action based on their knowledge.</p> <p>Curriculum Materials Reviewed: <i>Community Pride; The Fulfillment Project</i></p>	
<p>Teaching Methods: Direct Teaching; Group Projects</p>	<p>Learning Resources: Books; Articles</p>	
<p>Social Justice Learning Domains: Self-Reflection; Critical Consciousness; Social Action; Explicit Teaching; Inclusion and Equity</p>	<p>Target Population/ Grade Level(s): K-6</p>	<p>Topics Covered: Community; Bullying; Change; Social Action; Racism; Gentrification; Fairness; Child Labor</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Using Their Words (K-6)		
Critical Consciousness	XXX	Students learn about injustice and justice through a discussion of fairness, of oppression and human rights.
Social Action	XXX	A few lessons have opportunities to take action through campaigns or protests. Lessons ask students to notice things about their community that they love as well as things they want to change. They can explore how to make changes through social action. Another example is students standing up to environmental racism by thinking of ways to take action.
Reciprocal Community Relationship	XXX	There are many lessons about community and engaging with the community in a positive way, as well as building community pride.
Systems Wide Approach		No evidence of a systems-wide approach to teaching is found.
Explicit Teaching of Social Justice Principles	XXX	Explicit teaching of fairness, oppression, and other social justice terminology in the lessons.
Self-Reflection	XXX	One unit includes lessons on self-love and knowledge including confidence. The lessons are based on the belief that students need self-love in order to create change.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	Many lessons on inclusion in their school and community such as immigrant status and race are included.
High Expectations		We are unable to evaluate this domain because it is best measured through teacher observation.
Social Identities		Although students analyze their role in the community, the lessons do not discuss the social implication of identities like race, gender, and sexuality.

Using Collaborative Reasoning to Support Critical Thinking (3-5)		
<p>Mission of Organization: National Council Teachers of English: “The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.” http://www2.ncte.org/about/</p> <p>Link to curriculum: http://readwritethink.org/classroom-resources/lesson-plans/using-collaborative-reasoning-support-31179.html</p> <p>External Funding: No</p>	<p>Curriculum Description: This five-lesson unit asks students to engage in collaborative reasoning by first reading the book <i>Amazing Grace</i> by Mary Hoffman, where the main character is told she can’t play Peter Pan in a play because of her race and gender. Students reflect on the book using idea maps and learn how to discuss their thoughts in a group setting.</p> <p>Curriculum Materials Reviewed: <i>Amazing Grace Lesson Plans</i></p>	
<p>Teaching Methods: Direct Instruction: Explaining, Collaborative Reasoning; Group Activity: Co-creating Guidelines for Participation on an Anchor Chart; Individual Work: Reading <i>Amazing Grace</i></p>	<p>Learning Resources: Five Smithsonian Tween Tribune Junior Articles; <i>Amazing Grace</i> by Mary Hoffman</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Systems Wide Approach; Direct Social Justice Teaching; Self Reflection; Inclusion and Equity</p>	<p>Target Population/ Grade Level(s): 3-5</p>	<p>Topics Covered: Collaborative Reasoning through Understanding Different Perspectives; Social Justice; Diversity; Change</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Using Collaborative Reasoning to Support Critical Thinking (3-5)		
Critical Consciousness	XX	Students are learning about injustice and systems of inequity through <i>Amazing Grace</i> , where the main character faces discrimination due to her race and gender.
Social Action		The lessons associated with this resource are not focused on social action.
Reciprocal Community Relationship		The lessons associated with this resource are not focused on community engagement.
Systems Wide Approach	X	The lessons focus on the issues happening within the associated readings, not focusing on issues within the school context.
Explicit Teaching of Social Justice Principles	XX	The teacher facilitates discussion for students to learn and talk about issues regarding inequity and injustice.
Self-Reflection	XXX	Students are able to learn more about themselves through discussion, with an emphasis on challenging students to look closely at how their belief systems influence their interpretation of information.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	Students learn about inclusivity in the articles they read in the lessons.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	There is a discussion on how characters' social identities preclude them from activities (i.e., <i>Amazing Grace</i>) due to societal discrimination.

6- 12 Resources

ThinkB4YouSpeak Guide (6-12)		
<p>Mission of Organization: A collaboration between GLSEN (Gay, Lesbian & Straight Education Network), the ADL (Anti-Defamation League), and StoryCorps to help educators incorporate LGBTQ history and issues into the classroom. https://www.glsen.org/learn/about-glsen</p> <p>Link to curriculum: https://www.glsen.org/article/thinkb4youspeak-guide-educators-grades-6-12</p> <p>External Funding: No</p>	<p>Curriculum Description: Condemning the use of anti-LGBT slurs and other discriminatory language, Think B4 You Speak focuses on creating a more loving, understanding, and welcoming environment in schools for LGBT youth. This curriculum works to increase awareness of anti-LGBT sentiment already existing in schools, and to help students feel loved and supported as LGBT youth, or to become allies for the LGBT community.</p> <p>Curriculum Materials Reviewed: <i>Activity One: Where Do I Stand</i></p>	
<p>Teaching Methods: Large Group Activities; Group Discussion</p>	<p>Learning Resources: Television Ads; Radio Ads; Print Ads</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Social Action; Reciprocal Community Relationship; Inclusion and Equity; Systems Wide Approach; Explicit Teaching of Social Justice Principles; Self Love and Self Knowledge; Social Identities</p>	<p>Target Population/ Grade Level(s): 6-12</p>	<p>Topics Covered: “That’s so gay” – Anti-LGBT Slurs; Awareness about the Impact of Anti-LGBT Language</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Think B4 You Speak (6-12)		
Critical Consciousness	XXX	Students are asked to delve into questions about how language affects others and the bystander experience.
Social Action	XXX	Many of the lessons ask students to stand up for others and change the school climate.
Reciprocal Community Relationship	XX	There is a focus on how school climate can affect students but the curriculum lacks emphasis on community relations.
Systems Wide Approach	XX	The curriculum focuses on the social aspect of school, and how it affects students' feelings of belonging and being loved. A full description of how a systems-wide approach to teaching social justice is not undertaken.
Explicit Teaching of Social Justice Principles	XX	The curriculum includes explicit teaching of gender identity and LGBT history.
Self-Reflection	XXX	There is a focus on inclusive education and a feeling of community for LGBTQ youth, especially through pride, respect, and empathy.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	The curriculum is LGBT-inclusion oriented.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	The curriculum not only focuses on school climate and community but building allies and developing an understanding of students' own identities.

Teaching Women’s Rights from Past to Present (9-12)		
<p>Mission of Organization: This curriculum includes a variety of resources aimed at exploring the battle for women’s rights across time periods and cultures. http://www.womeninworldhistory.com/womenRightsHome.html</p> <p>Link to curriculum: http://www.womeninworldhistory.com/womenRightsHome.html</p> <p>External Funding: No</p>	<p>Curriculum Description: This curriculum features various lessons that explore the fight for women’s equality and the rights women were afforded throughout history within the American and international context. Lessons explore women’s rights across cultures such as Ancient Egypt, Ancient China, England and Japan.</p> <p>Curriculum Materials Reviewed: <i>“Nature Made Two Divisions:” Traditional Beliefs in Global Perspective; Mary Wollstonecraft debates Jacques Rousseau, 1791</i></p>	
<p>Teaching Methods: Direct teaching; Large and Small Group Discussion; Debates</p>	<p>Learning Resources: Quotes from Women and Historical Figures; Posters; Surveys for Use with the Class</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Explicit Teaching of Social Justice Principles; Social Action</p>	<p>Target Population/ Grade Level(s): 9-12</p>	<p>Topics Covered: Women’s Rights; Suffrage; Human Rights; Perspectives; Culture (e.g., Ancient Egypt; Ancient China); Religion (e.g., Confucianism)</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Teaching Women’s Rights from Past to Present (9-12)

Critical Consciousness	XX	The lessons contain in-depth knowledge around injustice; however, it is only in the sphere of women’s rights.
Social Action		There is no mention of social action in any lessons.
Reciprocal Community Relationship		There is no mention of positive community engagement.
Systems Wide Approach		There is no mention of how to incorporate these lessons into a broader context.
Explicit Teaching of Social Justice Principles	XX	This curriculum features readings, quotes, articles to explicitly teach social justice principles in the realm of women’s rights.
Self-Reflection		There are no lessons on self-love or self-knowledge.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	This curriculum has inclusion and equity discussions but only in the realm of women’s rights.
High Expectations		We are unable to measure this since it is only observable based on teacher instruction.
Social Identities	X	Lessons are primarily focused on the experiences of women predicated on their gender identities but there is examination of how that intersects with other identities such as political and religious.

Talking about Race and Privilege: Lesson Plans for Middle and High School Students (6-12)		
<p>Mission of Organization: “The National Association of School Psychologists (NASP) represents and supports the profession of school psychology by advancing effective practices to improve students' learning, behavior and mental health, and by maintaining essential standards for ethics and practice.” https://www.nasponline.org/utility/about-nasp</p> <p>Link to curriculum: https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/social-justice-lesson-plans/talking-about-race-and-privilege-lesson-plan-for-middle-and-high-school-students</p> <p>External Funding: No</p>	<p>Curriculum Description: Through this curriculum, students work to define privilege and identify how privilege operates in their lives and communities. Through lectures and discussions, students will be able to understand the effects of privilege across contexts.</p> <p>Curriculum Materials Reviewed: <i>Privilege Aptitude Test; General Outline of Lesson</i></p>	
<p>Teaching Methods: Large Group Lecture; Large Group Reflection; Small Group Discussions; Individual Surveys; Large Group Activities</p>	<p>Learning Resources: Self-Report Surveys; Privilege Aptitude Test; Readings</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Explicit Teaching of Social Justice Principles; Self-Love and Self-Knowledge; Social Action; Systems Wide Approach; Inclusion and Equity; Social Identities</p>	<p>Target Population/ Grade Level(s): 6-12</p>	<p>Topics Covered: Privilege (i.e., associated with race, gender, religion, SES, etc.); Oppression; Power</p>

Cost Per Classroom: Free
Training: N/A

Talking about Race and Privilege: Lesson Plans for Middle and High School Students (6-12)		
Critical Consciousness	XXX	The purpose of the curriculum is to recognize the privilege in the students' own lives and communities.
Social Action	X	The curriculum only minimally encourages students to increase their social awareness of privilege.
Reciprocal Community Relationship		There is no evidence of a reciprocal and positive engagement between the students and the community.
Systems Wide Approach	XX	The curriculum asks students to consider examples of privilege in different communities and through the lens of different identities.
Explicit Teaching of Social Justice Principles	XX	The curriculum works to define privilege and often includes lectures about this and examples of it in history.
Self-Reflection	XX	The students work to understand their own identity in terms of privilege through activities such as the privilege walk and privilege aptitude test.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.

Inclusion and Equity	XX	The curriculum addresses privilege in the community through a few lessons, and how to be more inclusive.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	Several lessons look at how different aspects of identity work to form privilege.

Chicago Grassroots Curriculum (7-12)	
<p>Mission of Organization: “Grassroots Curriculum seeks to build a movement towards liberatory education in all schools and communities whereby parents, students, and educators co-shape empowering, inspirational, meaningful, accurate, and challenging curriculum so students can better analyze, prepare for, and resolve great challenges in Chicago's communities and around the world.” http://grassrootscurriculum.org/about-us/</p> <p>Link to curriculum: http://grassrootscurriculum.org/grassroots-curriculum-toolkit/</p> <p>External Funding: Yes</p> <p>Source of Funding: Individual Contributions</p>	<p>Curriculum Description: Chicago Grassroots Curriculum is a relatively small database with several social justice-linked curricula. Each curriculum suggests related readings, podcasts, or videos, while highlighting successful methods for disseminating content. The site, however, aids in contributing learning tips and best practices for building one’s own curricula, and the tools needed to do so.</p> <p>Curriculum Materials Reviewed: <i>De-culturization</i></p>

<p>Teaching Methods: Project-Based Learning; Discussion Circles; Visual Learning (e.g., Art, Documentaries, Movies, Field Trips)</p>	<p>Learning Resources: Higher Learning Movie Excerpts: Civil Rights (Grades 4-8) by Karen Baicker; <i>The Narratives of Fredrick Douglas</i> by Fredrick Douglas; <i>My World History</i> published by Pearson; Young People's History of the US by Howard Zinn; <i>From Slavery to Freedom</i>; <i>Urban Renewal or Urban Removal</i></p>	
<p>Social Justice Learning Domains: Systems Wide Approach; Critical Consciousness; Inclusion and Equity; Social Action; Reciprocal Community Relationship; Explicit Teaching of Social Justice Principles; Social Identities</p>	<p>Target Population/ Grade Level(s): 7-12</p>	<p>Topics Covered: Culture/Deculturalization; Stereotyping; Prejudice; Social Justice; Equality; Bias; Resistance; Museum Curator; Activism</p>
<p>Cost Per Classroom: The curriculum recommended having printouts and a computer/projector/screen.</p>		
<p>Training: N/A</p>		

Chicago Grassroots (7-12)		
Critical Consciousness	XXX	There is a full development of how students will understand inequity and identify it in real life. They have critical thinking organizer pages for the curriculum. There is facilitated reflection on how certain issues impact students' own lives and surrounding network.
Social Action	XXX	The curriculum offers participatory action research and discusses local issues through questions like "What actions can students take to identify problems in their educational system and become active participants in creating social justice for themselves?"
Reciprocal Community Relationship	XX	A theme of education in Chicago in terms of inequality is reflected in this curriculum; it is built by local educational stakeholders for local students.

Systems Wide Approach	XX	The curriculum does not focus only on the students, but also the parents, community, and greater Chicago area.
Explicit Teaching of Social Justice Principles	XXX	This curriculum supports students with key terms and phrases while providing real-life examples.
Self-Reflection	XX	There is an emphasis on self-reflection as a lens for understanding the various acts of injustice.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	There is an indirect emphasis on inclusion and equity by examining how acts of racism, classism, homophobia, and sexism affect an individual's experiences.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	There is explicit instruction on addressing inequality predicated on issues of race, class, and gender.

Putting the Movement Back Into Civil Rights Teaching (5-8)

<p>Mission of Organization: <i>Putting the Movement Back into Civil Rights Teaching</i> is a teaching resource book that emphasizes the power of people through a diversity of stories, perspectives, essays, photographs, graphics, interviews, and interactive and interdisciplinary lessons. https://www.civilrightsteaching.org/about/</p> <p>Link to curriculum: https://www.civilrightsteaching.org/resources/</p> <p>External Funding: Yes</p> <p>Source of Funding: Teaching for Change; Zinn Education Project</p>	<p>Curriculum Description: <i>Putting the Movement Back into Civil Rights Teaching</i> provides a multitude of resources to help educators introduce difficult and complex issues, critique the traditional narrative, and frame the movement so that students feel empowered to explore well-informed opinions. The curriculum’s topics include desegregation, voting rights, Black Power, labor, land, economics, international connections, student engagement and contemporary connections.</p> <p>Curriculum Materials Reviewed: <i>Student Engagement and Contemporary Connections; Black Power</i></p>	
<p>Teaching Methods: Facilitated Group Discussions; Independent Writing Activities; Group Activities: Timelines and Mock Commission</p>	<p>Learning Resources: Readings; Teaching Reflections; Teaching Activities</p>	
<p>Social Justice Learning Domains: Self-Knowledge; Critical Consciousness; Direct Social Justice Teaching</p>	<p>Target Population/ Grade Level(s): 5-8</p>	<p>Topics Covered: Desegregation; Voting Rights; Black Power; Labor, Land, and Economics; International Connections; Student Engagement; Contemporary Connections</p>
<p>Cost Per Classroom: Printing recommended handouts; potentially the cost of the book, <i>Putting the Movement Back into Civil Rights Teaching</i></p>		
<p>Training: N/A</p>		
<p style="text-align: center;">Putting the Movement Back Into Civil Rights Teaching (5-8)</p>		

Critical Consciousness	XX	The curriculum facilitated reflection on how certain issues impact one’s own life and surrounding network.
Social Action	X	The curriculum includes some focus on action but primarily explores ways in which others took action during the Civil Rights Movement.
Reciprocal Community Relationship	X	These lessons slightly focus on how the schools positively interact with the community.
Systems Wide Approach	X	The curriculum minimally discusses how the school will teach social justice at the classroom level and administrative level
Explicit Teaching of Social Justice Principles	XXX	Many lessons feature direct social justice teaching. Students are supported with key terms and phrases while providing real-life examples.
Self-Reflection		No lessons address the topics of self-love and self-knowledge.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	There is an indirect emphasis on inclusion and equity by examining how acts of racism, classism, homophobia, and sexism affect an individual’s experiences.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	There is an emphasis on self-reflection as a lens for understanding the issues at hand.

Teaching Central America (K-12)		
<p>Mission of Organization: “The goal is to encourage and support teaching about Central America in K-12 schools so that students can learn about this region, which has many ties to the United States through foreign policy, immigration, commerce, and culture.” https://www.teachingcentralamerica.org/about/</p> <p>Link to curriculum: https://www.teachingcentralamerica.org/</p> <p>External Funding: Yes</p> <p>Source of Funding: Teaching for Change</p>	<p>Curriculum Description: Teaching Central America, as a facet of Teaching for Change, offers free downloadable lessons, bios, and poetry and prose from Central American writers, whose literature was used to shine a light on key issues. These issues include the need for land reform, recognition of indigenous and women’s rights, exploitative labor practices, environmental destruction, political repression and violence, and U.S. intervention. Each lesson outlines objectives, necessary materials, time allocation and procedure, with specific goals and corresponding activities.</p> <p>Curriculum Materials Reviewed: <i>Introduction to Central America; Personal Creed</i></p>	
<p>Teaching Methods: Facilitated Group Discussions; Independent Writing Activities; Group Activity: Timelines; Small Groups: Mock Interactions; Direct Teaching</p>	<p>Learning Resources: Readings; Teaching Reflections; Teaching Activities: Discussion and Debrief Questions, Writing Prompts; Links to Data and Outside Resources</p>	
<p>Social Justice Learning Domains: Love and Self Knowledge; Critical Consciousness; Direct Social Justice Teaching; High Expectations; Inclusion and Equity</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Latin America; Civil War; El Salvador; Immigration; Migration; Heritage</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Teaching Central America (K-12)		
Critical Consciousness	XX	This curriculum looks at the history of colonialism and other systems of power that contribute to social inequalities; however, there is little focus on personal action. There is some ability to recognize systems of inequality and commitment to take action against it.
Social Action	X	The curriculum provides few opportunities to take action on issues that affect the community.
Reciprocal Community Relationship		This curriculum doesn't frame school as a resource to the community or vice versa.
Systems Wide Approach		The curriculum seems to focus on what is and what has, rather than suggesting ways students can be a part of the greater change.
Explicit Teaching of Social Justice Principles	XX	The curriculum includes some explicit teaching of social justice principles.
Self-Reflection	X	There is a minimal degree of self-reflection in terms of how students connect personally to relationships with oppression. One example is featured within the <i>Personal Creed</i> lesson where students write about their own beliefs and connections to their community.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	This curriculum offers an indirect emphasis on inclusion and equity, as a byproduct of oppression existing in many forms.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	The curriculum focuses on the ways social identities within the Latin American context have been discriminated against.

Global Oneness Project (9-12)

Mission of Organization:

“We aim to connect, through stories, the local human experience to global meta-level issues, such as climate change, water scarcity, food insecurity, poverty, endangered cultures, migration, and sustainability.”

<https://www.globalonenessproject.org/about-project>

Link to curriculum:

<https://www.globalonenessproject.org/library>

External Funding: No

Curriculum Description:

This curriculum uses interdisciplinary stories and topics in order to “highlight universal themes with a humanistic lens.” It focuses on utilizing different cultures in order to tell stories to students so that they can learn through the diversity of others.

Curriculum Materials Reviewed:

Protecting Wilderness Film + Lesson Plan; Communities on the Threshold of Change; Repairing the Fabric of Democracy

Teaching Methods: Writing Prompts; Teacher-Led Discussion		Learning Resources: Companion Curriculum; Discussion Guides; Films; Articles; Virtual Reality; Photo Essays; Lesson Plans (English/Spanish); Interviews	
Social Justice Learning Domains: Critical Consciousness; Self Reflection; Reciprocal Community Relationship; Inclusion and Equity; Social Identities; Explicit Teaching of Social Justice Principles		Target Population/ Grade Level(s): K-12 (most lesson plans are 9-12)	Topics Covered: Identity; Diversity; Hope; Resilience; Adversity; Empathy; Love; Responsibility; Common Humanity
Cost Per Classroom: Free			
Training: N/A			

Global Oneness (9-12)		
Critical Consciousness	XX	Each lesson discusses a controversial topic like the refugee crisis, clean water in Flint, or affordable housing and has students reflect on why these events happened and what they can do moving forward (although there are no direct calls to action).
Social Action		No social action is mentioned in the lessons.
Reciprocal Community Relationship	XX	Some lessons look at student relationships with the community, and different communities students might be involved in.
Systems Wide Approach		There is no incorporation of social justice learning or systems wide approach within all levels of the school.

Explicit Teaching of Social Justice Principles	X	Students are implicitly taught through photo essays, with a few lessons of explicit teaching. One example is within <i>Even the Walls</i> , which explicitly teaches about gentrification.
Self-Reflection	XX	Students are able to learn more about themselves in the photo essays and film, and through discussion about them. One example was featured in <i>The Fall of Flint</i> , where students consider their own experiences and what they would do to help the people of Flint have clean water. <i>Far From Home</i> has students reflect on how it would be to be a Syrian refugee. In <i>Even the Walls</i> , students reflect on where they live and the types of interactions they have with neighbors based on housing structures.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	Photo essays show different cultures and people in a positive way, celebrating inclusion and diversity.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	There is discussion on how certain groups are more likely to face discrimination due to social positioning

International Justice Curriculum: Social Justice Curriculum for High School Students (9-12)	
<p>Mission of Organization: “International Justice Mission is a global organization with a plan to eliminate the slave trade everywhere.” https://www.ijm.org/our-work/</p> <p>Link to curriculum: https://www.ijm.org/documents/IJM-Social-Justice-Curriculum-for-Public-Schools.pdf</p> <p>External Funding: No</p>	<p>Curriculum Description: This curriculum is nine lessons that teach students about injustice, what can be done to respond and prevent it, as well as giving examples of past and present injustices. Lessons are designed to be 40 minutes long and run over at least 2 weeks but are flexible.</p> <p>Curriculum Materials Reviewed: <i>Social Justice Curriculum for Public Schools</i></p>

<p>Teaching Methods: QuickWrites; Written Reflections; Class Discussions; Small Group Discussions; Small Group Collaboration/Brainstorming; Think-Pair-Share; Jigsaws; Article Analysis; Personal Reflection; Response to Media and Personal Accounts; Personal Advocacy Reflection involving Student-Centered Projects; Execution of Advocacy Programs</p>	<p>Learning Resources: Books; Readings; IJM Casework; Facts; Videos; Data; Media Reports; Government Reports</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Explicit Teaching of Social Justice Principles; Inclusion and Equity; High Expectations; Social Action</p>	<p>Target Population/ Grade Level(s): 9-12</p>	<p>Topics Covered: Slavery; Sex Trafficking; Illegal Detention; Illegal Land Seizure; Injustice; Advocacy for Poor and Oppressed</p>
<p>Cost Per Classroom: The curriculum is free, but materials must be purchased.</p>		
<p>Training: N/A</p>		

<p>International Justice Curriculum: Social Justice Curriculum for High School Students (9-12)</p>		
<p>Critical Consciousness</p>	<p>XXX</p>	<p>The curriculum has a heavy focus on modern-day and historic slavery, but not as much on other topics.</p>
<p>Social Action</p>	<p>XX</p>	<p>It has two sections covering awareness to action.</p>
<p>Reciprocal Community Relationship</p>	<p>X</p>	<p>It encourages thinking about the way slavery plays into one's own community, especially regarding trafficking.</p>

Systems Wide Approach		There is no systems wide approach apparent in the lessons.
Explicit Teaching of Social Justice Principles	XXX	The curriculum has lessons about specific definitions and allows for flexibility within those.
Self-Reflection	X	IJM asks students to develop personal understandings of their own privilege against the backdrop of the modern day slave trade.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	The curriculum took a comprehensive look at who is affected by the modern day slave trade.
High Expectations		We are unable to measure this since it is only observable based on teacher instruction.
Social Identities	X	While there is some discussion of the particular communities affected by the modern day slave trade, the main focus is not on social identities.

Blacked Out History Rebellion Curriculum Toolkit (6-11)

<p>Mission of Organization: “A Florida-based organization that is committed to confronting and fighting white supremacy and racism across the country and world.” https://www.dreamdefenders.org/</p> <p>Link to curriculum: https://www.dreamdefenders.org/blacked_out_history_rebellion_curriculum</p> <p>External Funding: No</p>	<p>Curriculum Description: After a brief vocabulary section, the curriculum focuses on many revolutionary organizations across the world. Some of the organizations are historic, while others still exist in various forms. The curriculum provides a brief summary of the organizations and their tenants.</p> <p>Curriculum Materials Reviewed: <i>Black Panther Party; Left Roots</i></p>	
<p>Teaching Methods: Direct Teaching; Think-Pair-Shares; Art; Essay Writing</p>	<p>Learning Resources: Art; Essay; Series of One-Pagers on Revolutionary Organizations</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Inclusion and Equity; Explicit Teaching of Social Justice Principles</p>	<p>Target Population/ Grade Level(s): 6-11. These are flexible for grade level; however, the basic curriculum seems targeted towards younger students.</p>	<p>Topics Covered: Revolutionary Organizations; Rebellion; Power; Transformational Change</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Blacked Out History Rebellion Curriculum Toolkit (6-11)

Critical Consciousness	XX	The curriculum talks about the roots of revolutionary organizations and the various forms of oppression that they were born from, more so looking at actions of other groups rather than explicitly analyzing them.
Social Action	X	The curriculum doesn't strongly push people to get involved in major ways. There is one essay where students reflect on the type of leader they are/might become and what changes they are making/will make.
Reciprocal Community Relationship	X	The curriculum was born out of community relationships, but it doesn't go into detail on that within the actual curriculum.
Systems Wide Approach		There is no systems wide approach apparent in the lessons.
Explicit Teaching of Social Justice Principles	XX	Definitions are provided and there is some analysis through looking at what the different groups did for their communities.
Self-Reflection	X	The historic groups that are taught within the curriculum often focus on self-love.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	The curriculum includes various groups from around the world but mostly on issues of race.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	The groups' one-pagers are based on how people socially identified. The curriculum suggests that teachers choose groups depending on their classroom demographics.

Unheard Voices (6-12)		
<p>Mission of Organization: A collaboration between GLSEN (Gay, Lesbian & Straight Education Network), the ADL (Anti-Defamation League), and Story Corps to help educators incorporate LGBTQ history and issues into the classroom. https://www.glsen.org/learn/about-glsen</p> <p>Link to curriculum: https://www.glsen.org/unheardvoices.html</p> <p>External Funding: No</p>	<p>Curriculum Description: Unheard Voices is aimed at teaching LGBTQ history and features five different lessons. These include: <i>The Invisibility of LGBT People in History</i>, <i>The History and Impact of Anti-LGBT Slurs</i>, <i>The Exclusion of LGBT People from Societal Institutions</i>, <i>Winning the Right to Marry: Historic Parallels</i>, and <i>Understanding Gender Identity</i>.</p> <p>Curriculum Materials Reviewed: Lesson 1 - <i>The Invisibility of LGBT People in History</i>; Lesson 2 - <i>The History and Impact of Anti-LGBT Slurs</i></p>	
<p>Teaching Methods: Discussion; Group Activities; Writing Prompts</p>	<p>Learning Resources: Literary Excerpts; Oral Histories; Legislature; Other Multimedia Primary Sources</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Reciprocal Community Relationship; Direct Social Justice Teaching; Self Reflection; Social Action</p>	<p>Target Population/ Grade Level(s): 6-12, but predominantly high school</p>	<p>Topics Covered: LGBTQ History; Anti-LGBTQ Slurs; Exclusion; Societal Institutions; Marriage Equality; Gender Identity</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Unheard Voices (6-12)

Critical Consciousness	XX	The curriculum looks at the history of inequality but doesn't include a large call to action. The lesson on anti-LGBT slurs talks about how words were systematically used to oppress people.
Social Action	X	There are guiding questions that direct students to think about hypothetical social action, but there are no further steps to achieve social action. The only explicit action is a lesson on how to be an ally.
Reciprocal Community Relationship	X	<i>How to be an ally</i> is the main example of community action.
Systems Wide Approach	X	It takes a strong view on the use of language and its impacts but does not explore many other aspects. It doesn't explicitly talk about school environment, but it focuses on how students can treat one another.
Explicit Teaching of Social Justice Principles	X	The curriculum does not define pertinent social justice terms.
Self-Reflection	XX	The curriculum encourages self-love and self-understanding, especially pertaining to LGBT people and allies. Many of the discussion questions take into account the students' perspectives. Most lessons have students reflect on what they would do in a given situation or how they would feel in response to a specific situation.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	Unheard Voices includes LGBT issues, but also brief examples of other marginalized groups. The curriculum would benefit from discussing intersectionality.
High Expectations		The curriculum asks students to make changes to the way they speak and act in an effort to be more respectful and understanding of others. Students are taught how to become media literate. We are unable to measure this since it is only observable based on teacher instruction.
Social Identities	X	The curriculum focuses on identities mostly pertaining to LGBT people. The curriculum would benefit from a discussion of intersectionality.

<p>Mission of Organization: “The Feminist Majority Foundation (FMF) was created to develop bold, new strategies and programs to advance women's equality, non-violence, economic development, and, most importantly, empowerment of women and girls in all sectors of society.” http://www.feminist.org/welcome/mandp.asp</p> <p>Link to curriculum: http://www.feminist.org/research/teachersguide/teach8.html</p> <p>External Funding: No</p>	<p>Curriculum Description: This five day lesson plan offers a survey of women’s history in the 20th and 21st centuries and is rooted in the reading of <i>The Feminist Chronicles: 1953-1993</i>. The lessons include: <i>The Struggle for Women’s Equality</i>, <i>The Origins and Ideas of the Contemporary Feminist Movement</i>, <i>The Accomplishments of the Modern Day Women’s Movement</i>, <i>The Methods of the Women’s Movement</i>, <i>The Continuing Struggle for Women’s Rights</i>.</p> <p>Curriculum Materials Reviewed: <i>The Struggle for Women’s Equality</i>; <i>The Origins and Ideas of the Contemporary Feminist Movement</i>; <i>The Accomplishments of the Modern Day Women’s Movement</i>; <i>The Methods of the Women’s Movement</i>; <i>The Continuing Struggle for Women’s Rights</i></p>	
<p>Teaching Methods: Discussion; Writing Prompts; Interviews</p>	<p>Learning Resources: Videos; <i>The Feminist Chronicles:1953-1993</i> (available online)</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Direct Social Justice Teaching; High Expectations; Self Reflection</p>	<p>Target Population/ Grade Level(s): 9-12</p>	<p>Topics Covered: Feminist Movement; Contemporary Issues; Women’s Rights</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Feminist Majority Foundation: Women’s History Teaching Guide (9-12)		
Critical Consciousness	XX	The curriculum addresses histories of inequality but doesn’t focus on taking action against them. It takes a somewhat inclusive lens and is thoughtful of non-White women when analyzing feminism. The curriculum is wholly devoted to women’s rights; exploring Title IX and its effects on women’s rights.
Social Action	X	The curriculum features a lobbying exercise and a mock organizing exercise but includes no real-world efforts.
Reciprocal Community Relationship		There is no discussion of getting involved in your community or similar topics. Some of the activities include taking into account the concerns of a community, but there are no explicit community interactions.
Systems Wide Approach	X	The curriculum does not take a wide lens approach, except for discussing sexism in school, workplace, government, etc. It doesn’t touch strongly upon school environment.
Explicit Teaching of Social Justice Principles	X	The curriculum defines feminism and goes into detail about the movement and its goals, but is not specific with regards to social justice.
Self-Reflection	XX	The curriculum asks about how the feminist movement has impacted the students’ lives. It consistently asks students to engage, reflect, and react.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	The curriculum discusses various obstacles to women’s equality and areas that still need improvement to achieve equality. It discusses lightly the intersectionality of more recent feminism but doesn't use the word or concept.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	X	This curriculum focuses almost solely on the identity of being a woman.

Energy of a Nation: Immigrants in America, 3rd. Ed. (8-12)		
<p>Mission of Organization: The Advocates for Human Rights involves volunteers in research, education and advocacy dedicated to the implementation of international human rights. https://www.theadvocatesforhumanrights.org/mission</p> <p>Link to curriculum: https://www.theadvocatesforhumanrights.org/energyofanation</p> <p>External Funding: No</p>	<p>Curriculum Description: This curriculum features thirteen different sections on immigration issues and extends the conversation from fundamental basics to more nuanced perspectives. Sections of the curriculum include: <i>Who Are Immigrants, Human Rights Defined, Rights of Immigrants, Push & Pull Factors, U.S. Immigration Policy, Refugees / Asylum Seekers, Undocumented Immigrants, Mock Immigration Court, A Global Perspective on Immigration, Nativism & Myths about Immigrants, Deliberative Dialogue, Civic Engagement & U.S. Immigration Policy and Creating a Welcoming School & Community.</i></p> <p>Curriculum Materials Reviewed: <i>Lesson 1: Who are Immigrants; Lesson 8: Mock Immigration Court; Lesson 13: Creating a Welcoming School and Community</i></p>	
<p>Teaching Methods: Direct Teaching; Group Activities; Role-Playing; Games; Drawing; Rehearsing Dialogue; School Learning Project</p>	<p>Learning Resources: PowerPoints; Oral Histories; Primary Sources</p>	
<p>Social Justice Learning Domains: Reciprocal Community Relationship; Direct Social Justice Teaching; High Expectations; Self Reflection; Social Action</p>	<p>Target Population/ Grade Level(s): 8-12</p>	<p>Topics Covered: Immigration; Immigration Policy and Rights; Refugees; Undocumented Immigrants; Nativism; Civic Engagement</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Energy of a Nation: Immigrants in America, 3rd. Ed. (8-12)		
Critical Consciousness	XX	The Energy of a Nation curriculum includes discussions of push/pull factors for immigrants and discusses undocumented immigrants, as well as nativism. It talks about immigrant feelings of welcoming in a school environment. One lesson is about the legal system and obstacles immigrants face within it. It analyzes history of anti-immigration practice and sentiment and commits to action against it.
Social Action	XX	Lesson 13: <i>Creating a Welcoming School and Community</i> features a section on <i>Becoming a Human Rights Activist</i> . It explicitly gives steps to be a human rights advocate. Many of the lessons, but not all, include calls for direct action.
Reciprocal Community Relationship	XX	<i>Creating a Welcoming School and Community</i> explores community relationships by understanding how their school and community is situated locally and globally. The curriculum engages with both local and global communities.
Systems Wide Approach	XX	The curriculum seeks to make changes at a school and community level to make them more welcoming to immigrants. This is especially present in the <i>Welcoming School Environment</i> lesson and its effort to be welcoming of immigrants.
Explicit Teaching of Social Justice Principles	XX	The curriculum lists definitions, analyzes them, and has students reflect and take action on them. Explicit definitions of human rights from Universal Declaration on Human Rights and from students are present.
Self-Reflection	XX	The self-reflection is featured mostly in relation to how students can design more welcoming communities. Many of the lesson plans involve student reflection.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	X	There is not much discussion on race or gender or LGBTQ issues or any other identities. The curriculum focuses on immigration only. It talks about Native Americans' forced migration and immigrant feelings of welcoming in a school environment.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	X	This includes a lesson reflecting on a family's own immigration history and ancestry. There are discussions of immigration only with little discussion on race, gender, sexuality, etc.

RACE: A Teacher's Guide (6-12)		
<p>Mission of Organization: The RACE Project looks at differences among people and aims to look at the realities of race through this lens of history, science, and lived experiences. http://www.understandingrace.com/about/</p> <p>Link to curriculum: http://www.understandingrace.com/resources/pdf/racemiddleschoolteachersguide.pdf (Middle School Guide) http://www.understandingrace.org/resources/pdf/racehighschoolteachersguide.pdf (High School Guide)</p> <p>External Funding: No</p>	<p>Curriculum Description: The middle school and high school guides of the RACE curriculum follow the same basic themes and lesson plans but are slightly altered for the appropriate audience. There are four lesson plans for exploring human biological variation: five for exploring cultural variation and three for experiencing race and racism.</p> <p>Curriculum Materials Reviewed: <i>Human Biological Variation: Continuous Trait Variation and Gene Flow Illustration; Cultural Variation: Culture Shapes How We See the World; Census Activity; Race and Racism: Preference Activity</i></p>	
<p>Teaching Methods: Discussions; Class-Wide Activities or Experiments; Group Work; Direct Teaching</p>	<p>Learning Resources: Science Experiments; Videos; Primary Sources</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Explicit Teaching of Social Justice; Self Reflection</p>	<p>Target Population/ Grade Level(s): 6-12</p>	<p>Topics Covered: Human Biology; Genetic Traits; Cultural Variation/Anthropology; Racism and Inequality</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: A “How To Use this Guide” section is featured that mostly connects concepts to education standards across each state.</p>		

RACE: A Teacher's Guide (6-12)		
Critical Consciousness	X	There is some assessment of systems and structures of inequality in the <i>Race and Racism</i> section.
Social Action		No calls to social action are included in this curriculum.
Reciprocal Community Relationship		The curriculum features no discussion of community.
Systems Wide Approach		Lesson plans are primarily focused on science and history classrooms.
Explicit Teaching of Social Justice Principles	X	Some definitions are within the <i>Race and Racism</i> unit, but lessons are mostly focused on other scientific or historical lessons with race weaved into the subject.
Self-Reflection	XX	Some activities involve reflection, such as <i>Exploration of Whiteness</i> (Whiteness Quiz).
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity		The curriculum never explicitly attempts to include this dimension.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	One portion of the curriculum discussed the social implications attached to race.

K-12 Resources

Revealing Racist Roots (K-12)		
<p>Mission of Organization: Network of Teacher Activist Groups (TAG) is a national coalition of grassroots teacher organizing groups (i.e., New York Collective of Radical Educators, Teacher for Social Justice- Chicago, Teachers 4 Social Justice- San Francisco) that work to ensure educational justice in local communities. They take a progressive and social justice lens when teaching and advocating. http://www.edliberation.org/about/mission</p> <p>Link to curriculum: http://www.nycore.org/newsite/wp-content/uploads/revealingracistroots.pdf</p> <p>External Funding: No</p>	<p>Curriculum Description: Made in response to the Jena 6 (i.e., a modern-day lynching), this curriculum teaches the history and context of American racism. In discussing it, it also talks about other major events and people (e.g., the Scottsboro Boys, Ida B. Wells, and the Ku Klux Klan). There are activities to think about these events, and many ways to connect them to current and historical events and culture.</p> <p>Curriculum Materials Reviewed: <i>Entire curriculum</i></p>	
<p>Teaching Methods: Readings; Historical Case Studies; Direct Teaching</p>	<p>Learning Resources: Books; Websites; Music</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Social Action; Reciprocal Community Relationship; Systems Wide Approach; Explicit Teaching of Social Justice Principles; Self Reflection; Inclusion and Equity; Social Identities</p>	<p>Target Population/ Grade Level(s): Flexible, but most appropriate for grades 9-12</p>	<p>Topics Covered: History; Media Literacy; Art (especially Music); Mathematics</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Revealing Racist Roots (K-12)		
Critical Consciousness	XX	The historical contexts discussed are regarding Black men’s rights violated “due to individual and institutional racism.”
Social Action	XX	This curriculum provides students with examples of how to get more involved in their community. Many resources provided are for students more interested in taking action.
Reciprocal Community Relationship	XX	Activities that deal directly with the local community and links that connect students to local community resources are available.
Systems Wide Approach	XX	This curriculum focuses not just on immediate school environment, but also on the community.
Explicit Teaching of Social Justice Principles	X	The curriculum discusses historical inequalities but does not necessarily define social justice terms explicitly.
Self-Reflection	XXX	The assignments prompt thinking about self, school, and community.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	X	The focus is on anti-Black racism without much exploration of gender or any other identities.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	The main focus is on Black and White racial identity.

National Education Association–Social Justice Lesson Plans (K-12)		
<p>Mission of Organization: “Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.” https://www.nea.org/home/2580.htm?cpsessionid=SID-32565865-18DCC035</p> <p>Link to curriculum: http://www.nea.org/grants/63178.htm</p> <p>External Funding: Yes</p> <p>Source of Funding: Teacher Leadership Initiative; National Board for Professional Teaching Standards; National Council for the Accreditation of Teacher Education</p>	<p>Curriculum Description: The Social Justice Lesson Plans offer seven lessons differentiated by grade that each incorporate an aspect of social justice. These lessons that are differentiated by difficulty and grade level. The lessons examine the ways NEA Human and Civil Rights Awards Recipients enacted social justice in their lives and communities.</p> <p>Curriculum Materials Reviewed: <i>Coeur d’Alene Tribe; Jerry Gore; Blaine Kamalani Kia; Daniel Rodriguez; Dr. Paul Hernandez; Susan Bartley; Tony Stewart</i></p>	
<p>Teaching Methods: Direct Instruction; Whole Group; Independent Work</p>	<p>Learning Resources: Reading Handouts</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Self Reflection; Direct Social Justice Teaching; Systems Wide Approach; Inclusion and Equity; Social Identities</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Caring; Helping; Cultural Sensitivity; Perseverance; Freedom; Discrimination; Opportunity; Fairness; Social Justice; Advocacy; Bullying</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

National Education Association–Social Justice Lesson Plans (K-12)		
Critical Consciousness	XX X	Critical consciousness is developed fully throughout all the lessons, and students will be able to recognize injustice in their lives.
Social Action	XX	There is discussion about NEA award recipients’ past social action to address inequality but the curriculum does not provide a plan to engage students in their own social action.
Reciprocal Community Relationship		There are no lessons on community engagement.
Systems Wide Approach	X	The lessons only cover bias and injustice that occur on a national level. The lessons are not focused on school-specific issues.
Explicit Teaching of Social Justice Principles	XX X	Social justice terminology and concepts associated with oppression are taught along with the application of these terms.
Self-Reflection	XX X	Students are able to learn more about themselves by engaging in discussion around these people and the students’ perspectives on the issues surrounding their lives.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX X	Students are taught to be inclusive and to strive for equity throughout the curriculum.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX X	Students had many opportunities to learn about themselves in the context of a social group through learning about the lives of other impactful people from history.

Share My Lesson: #CharlottesvilleCurriculum (K-12)		
<p>Mission of Organization: To provide high-quality education for all students through the interdisciplinary, community driven collaborative effort. https://sharemylesson.com/about-us</p> <p>Link to curriculum: https://sharemylesson.com/CharlottesvilleCurriculum</p> <p>External Funding: Yes</p> <p>Source of Funding: AFT Union</p>	<p>Curriculum Description: #CharlottesvilleCurriculum is a collection of teaching resources, lesson plans, and units designed as a response to the Unite the Right Rally that took place August 11th and 12th of 2017. K-12 educators developed this collection and it is added to on a regular basis.</p> <p>Additional notes: This curriculum pulls many existing lessons from Anti-Defamation League (ADL) and Teaching Tolerance but also has lessons and units uploaded by educators.</p> <p>Curriculum Materials Reviewed: <i>Human Rights lessons; Immigration Lessons</i></p>	
<p>Teaching Methods: Group Activities; Direct Teaching; Projects and Social Action Campaigns</p>	<p>Learning Resources: Videos; Articles; Readings; Blog Posts</p>	
<p>Social Justice Learning Domains: Inclusion and Equity; Social Action; Reciprocal Community Relationships; Critical Consciousness; Explicit Teaching; Social Identities</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Racism; Bullying; Trauma; Immigration; Human Rights; Justice; Injustice; Stereotyping</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: None required, but there are professional development seminars for participating teachers.</p>		

Share My Lesson: #CharlottesvilleCurriculum (K-12)		
Critical Consciousness	XXX	Students are able to identify injustice in different social systems throughout many of the lessons.
Social Action	XXX	There is a unit teaching students how to engage in social action through a variety of participation methods.
Reciprocal Community Relationship		Students don't reflect on the role their school plays in the wider Charlottesville community.
Systems Wide Approach		No evidence of a system-wide approach is apparent in the lessons.
Explicit Teaching of Social Justice Principles	XXX	There is explicit teaching of social justice terms such as justice, injustice, racism, stereotypes, racial profiling, etc.
Self-Reflection	X	Students reflect on who they are and learn about respect for others. They also learn about how gender stereotypes affect them.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	There are whole units focused on racism and stereotyping, bullying and human rights.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	There are many lessons focusing on embracing diversity and supporting the different social identities students might possess.

Radical Math (K-12)		
<p>Mission of Organization: “We are committed to making sure our classrooms are places that are nurturing for all students, that celebrate different cultures, histories, and styles of learning, and that reflect the just societies we are hoping to bring about through our own lives and teaching practices.” http://www.radicalmath.org/main.php?id=about</p> <p>Link to curriculum: Radical Math External Funding: No</p>	<p>Curriculum Description: This curriculum features over 700 different lessons that incorporate social justice into math. The curriculum discusses the lack of high-quality math instruction to low-income students and hopes to inspire students to use math to solve community problems.</p> <p>Curriculum Materials Reviewed: <i>Community Voices Heard: Statistics Survey Project</i></p>	
<p>Teaching Methods: Direct Teaching; Whole and Small Group Class Discussion; Project-Based Learning</p>	<p>Learning Resources: Videos; Articles; Song Samples</p>	
<p>Social Justice Learning Domains: Social Action; Direct Social Justice Instruction; Self Reflection; Inclusion and Equity; Critical Consciousness</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Police Brutality; Death Penalty; Day Laborers; Displacement; Probability; Sampling/Randomization</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Radical Math (K-12)		
Critical Consciousness	XXX	Radical Math traces the history of inequality and violence against Black people in the US and institutional racism.
Social Action	XXX	This curriculum urges students to take action and provides information about community organizing and grassroots online organizing.
Reciprocal Community Relationship		There is an absence of lessons around engaging the school community with the neighborhood.
Systems Wide Approach		There is no mention of the way social justice practices can be implemented across the school and the people in it.
Explicit Teaching of Social Justice Principles	XXX	Racial Math has in-depth explanations of racism, bias, inequality while relating those concepts to math.
Self-Reflection	XX	Radical Math has a lesson on body mapping to recognize negative media effects and to develop self-appreciation.
Evidence Based		There is no mention about planning on evaluating the curriculum but, to date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	The curriculum engages students to think about discrimination and disadvantage but only in terms of race, not gender, disability, or sexuality, etc.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	The primary focus of this curriculum is on the ways society subjugated minority populations.

RacismNoWay (K-12)		
<p>Mission of Organization To promote anti-racism education programs, strategies, and resources which are appropriate for use in Australian schools, to find information and resources to combat racism in the learning environment and to nurture an educated, tolerant, inclusive, harmonious community http://www.racismnoway.com.au/site-info/goal-principles/</p> <p>Link to curriculum: http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/</p> <p>External Funding: Yes</p> <p>Source of Funding: Department of Education – New South Wales Government</p>	<p>Curriculum Description: RacismNoWay focuses on understanding Australia’s culture, history, and diversity. Fundamentally, the resources have “been developed to support the delivery of anti-racism education in the classroom.”</p> <p>Curriculum Materials Reviewed: <i>Racist Behavior; Diversity of Languages; Cartoons: Perspectives; Online Newspapers</i></p>	
<p>Teaching Methods: Class Discussion; Group Activity; Group Presentations; Brainstorming; Jigsaw Activity; Independent and Group Research; Small Group Discussion and Reporting</p>	<p>Learning Resources: Drama-Based Program; Lesson Ideas; “Anti-Prejudice Activities”; Links to Media Reports; Checklist to Guide Students’ Critical Analysis; Online Newspapers; Worksheets</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Systems Wide Approach; Self Reflection; Critical Consciousness; Explicit Teaching of Social Justice Principles; Inclusion and Equity; Social Identities; Social Action</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Race/Racism; Personal Development; Health and Physical Education; Culture; History; Diversity</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

RacismNoWay (K-12)		
Critical Consciousness	X	Within lessons, students unpack the ways systematic oppression emerges within different contexts (e.g., schooling and media).
Social Action		Lessons reviewed were not teaching social action. No opportunities are provided to take what the students learned and apply it in the community.
Reciprocal Community Relationship	X	One lesson focuses on local newspapers and the ways community relations impede or promote inclusivity.
Systems Wide Approach		No systems-wide approach to teaching social justice is apparent in the curriculum.
Explicit Teaching of Social Justice Principles	XX	In certain lessons (i.e. institutional racism), students are asked to define key terms.
Self-Reflection	X	Lessons encourage students to reflect on their own social positioning.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity		Inclusion and equity lessons are not included in this curriculum.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	X	Students discuss the ways racism impede the livelihood of certain groups within Australia.

Zinn Education Project: Teaching People’s History (K-12)		
<p>Mission of Organization: “We believe that through taking a more engaging and honest look at the past, we can help equip students – and all of us – with the analytical tools to make sense of and improve the world today.” https://www.zinnedproject.org/about/</p> <p>Link to curriculum: https://www.zinnedproject.org/</p> <p>External Funding: No</p>	<p>Curriculum Description: Zinn Education Project contains units and lessons that are broken down by time period and theme. The lessons and accompanying activities are geared towards a specific grade level. The time periods stretch from pre 18th century to 21st century US history.</p> <p>Curriculum Materials Reviewed: <i>Rethinking Columbus; Our Grandparents Civil Rights Era</i></p>	
<p>Teaching Methods: Reading and Writing Activities; Group Discussion</p>	<p>Learning Resources: Videos; Articles; Books; Songs; Audio</p>	
<p>Social Justice Learning Domains: Social Action; Direct Social Justice Teaching; Critical Consciousness</p>	<p>Target Population / Grade Level(s): K-12</p>	<p>Topics Covered: Democracy & Citizenship; Disability; Economics; Education; Environment & Food; Immigration; Imperialism; Labor; Language Arts; Latino; Law & Citizen Rights; LGBT; Math; Media; Native American; Organizing; Pacific Islander; Racism & Racial Identity; Science; Slavery; Social Class; Sports; U.S. Foreign Policy; Wars & Antiwar Movements; Women’s History; Word History/ Global Studies</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: Professional Development Workshops</p>		

Zinn Education Project (K-12)		
Critical Consciousness	XXX	Students are able to understand injustice and identify it through lessons examining moments in history where injustice took place. Examples include Mexican American deportation during the Great Depression and a lesson on the Taínos people who were in North America when Columbus colonized their land.
Social Action	X	Lessons do not explicitly call for students to take action. Some lessons include a call for students to be critical of what they learn and to check the facts they hear.
Reciprocal Community Relationship		There were no opportunities for the students to engage with their local community.
Systems Wide Approach		No evidence of a systems wide approach was seen in reviewed lessons.
Explicit Teaching of Social Justice Principles	XXX	There is explicit teaching of social justice terminology during the examination of difficult histories.
Self-Reflection		These lessons focus more on systems and the historical context of events rather than on self-discovery.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	There are many historical lessons about inclusion and equity.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	Lessons ask students to reflect on racism and wealth inequality and who benefits.

Facing History, Facing Ourselves (K-12)		
<p>Mission of Organization: “Our mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.” https://www.facinghistory.org/about-us</p> <p>Link to curriculum: https://www.facinghistory.org/</p> <p>External Funding: Yes</p> <p>Source of Funding: Contributions & Special Events; Sales (Books & Materials); Returns on Investment; In-Kind Contributions; Endowment Distribution</p>	<p>Curriculum Description: Facing History and Ourselves is a collection of curricula focusing on social justice, and other complex and difficult histories. Each unit includes approximately one dozen individual lessons that thematically dive into varying social justice issues. The lessons outline outside resources needed in addition to the extensive resources provided through the database, and detail potential activities, as well as key topics, questions, and vocabulary. The lessons also provide teachers with a diverse range of learning experiences to enable scaffolding and differentiation.</p> <p>Curriculum Materials Reviewed: <i>Facing Ferguson: New Literacy in a Digital Age; Social Media and Ferguson; Teaching Holocaust and Human Behavior; The Concept of Race</i></p>	
<p>Teaching Methods: Group Discussion: Think, Pair, Share; Direct Teaching; Writing Activities</p>	<p>Learning Resources: Videos; Social Media; Graphic Organizers; Handouts; Newspaper Articles</p>	
<p>Social Justice Learning Domains: Reciprocal Community Relationship; Critical Consciousness; Explicit Teaching of Social Justice Principles; Social Action; Inclusion and Equity; Social Identities</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Social Media; Bias; Fact vs. Fiction; Rhetoric; Racism; the Holocaust; Anti-Semitism; Propaganda</p>
<p>Cost Per Classroom: Printing of recommended handouts</p>		

Training: Suggested Material for Review Prior to Teaching Lesson (included in linked curriculum)		
Facing History Facing Ourselves (K-12)		
Critical Consciousness	XXX	Many lessons focus on developing critical consciousness. Students are asked to understand the challenges others may be facing and form opinions on voting, hearings, democracy and more. Students engage in facilitated reflection on how certain issues impact one’s own life and their surrounding network.
Social Action	XX	There are several curricula which prompt students to raise their voices and exercise their right to vote. Not all lessons give a direct call to action, however.
Reciprocal Community Relationship	X	Lessons focus on democracy and voting but do not reference additional opportunities for community engagement. Voting lessons demonstrate a role students can play in their communities.
Systems Wide Approach		No use of a systems-wide approach to teaching is apparent in this curriculum.
Explicit Teaching of Social Justice Principles	XXX	There are many lessons with direct social justice instruction. The lessons support students’ social justice knowledge with key terms and phrases while providing real-life examples.
Self-Reflection	XXX	There is an emphasis on self-reflection as a lens for understanding the current injustices that exist within American society.
Evidence Based	XXX	
Inclusion and Equity	X	There are only a few explicit lessons on inclusion and equity. Otherwise, notions of inclusion and equity are weaved into each lesson as the overall goal of the curriculum is to create a more just society.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.

Social Identities	XXX	Students must look at themselves as citizens in a democracy when engaging with the material and examine how people of certain backgrounds have been discriminated against due to their race, gender, or sexuality.
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An Unnatural Disaster (K-12)		
<p>Mission of Organization: “A group of public school educators committed to fighting for social justice in our school system and society at large, by organizing and mobilizing teachers, developing curriculum, and working with community, parent, and student organizations.” http://www.nycore.org/nycore-info/points-of-unity/</p> <p>Link to curriculum: http://www.nycore.org/newsite/wp-content/uploads/AnUnnaturalDisaster2-5.pdf</p> <p>External Funding: No</p>	<p>Curriculum Description: This curriculum helps students understand and cope with the aftermath of Hurricane Katrina. Teachers can use this guide to help students understand the response that was given to Katrina and the continued effects of the hurricane on the people of New Orleans and more. Additionally, the curriculum challenges the neutrality of school classrooms and lack of discussion around Katrina, while working to increase critical consciousness surrounding the tragedy and the unequal power balances that were involved.</p> <p>Curriculum Materials Reviewed: <i>Government Response; Inequality; Two Gulf Wars</i></p>	
<p>Teaching Methods: Direct Teaching; Group Discussion</p>	<p>Learning Resources: News Articles; Websites</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Social Action; Direct Social Justice Teaching; High Expectations; Inclusion and Equity</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Government Response; Inequality; Two Gulf Wars; Media Literacy and Racism; Criticism from the Hip-Hop Community; Global/Local Connections; Environmental Justice Issues; Recovery and Rebuilding; Personal Narratives</p>

Cost Per Classroom: It is free, but some subscriptions may be required for opening different articles.

Training: N/A

An Unnatural Disaster (K-12)		
Critical Consciousness	XXX	This resource comprehensively looks at social injustice through the context of Hurricane Katrina.
Social Action	XXX	The curriculum includes many opportunities for students to explore resources and take action against social issues.
Reciprocal Community Relationship	XX	This resource examines the potential of social injustice taking place in one's own life, as well as, briefly, how students can impact their community through grassroots efforts.
Systems Wide Approach	XX	The resource works to engage the full school community in dealing with Hurricane Katrina
Explicit Teaching of Social Justice Principles	XXX	The lessons cover specific points and places in history.
Self-Reflection		The lessons reviewed do not emphasis self-reflection and self-love.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	X	There is a resource concerning inclusion of people of color, but there is not explicit discussion of inclusion

High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	Race and class were determining factors of Hurricane Katrina’s devastating outcomes and are discussed as such within the resource guide.

Through Culture We Resist (K-12)	
<p>Mission of Organization: “Our goal is to awaken young people to their identity as African descendants and their legacy as leaders and Maroon Warriors.” http://www.nycore.org/newsite/wp-content/uploads/Cultural_Arts_ITAG_BOOK.pdf</p> <p>Link to curriculum: http://www.nycore.org/newsite/wp-content/uploads/Cultural_Arts_ITAG_BOOK.pdf</p> <p>External Funding: No</p>	<p>Curriculum Description: Youth often are developing self-knowledge and their ability to fight for change. By bringing together artists and educators to learn about the African Diaspora, this curriculum was designed to promote youth leadership and stimulate their own growth. Ideally, through these lessons, youth can begin to lead grassroots campaigns to address youth problems.</p> <p>Curriculum Materials Reviewed: <i>Nappy Hair Read Aloud; Telling and Writing Our Stories in Community; Tupac’s Voices; Music & Dance; Circle and Ritual</i></p>
<p>Teaching Methods: Group Discussions; Music Analysis; Group Activities; Storytelling</p>	<p>Learning Resources: Music; Dance; Interviews; Books</p>

<p>Social Justice Learning Domains: Self-Knowledge; Reciprocal Community Relationship; Social Action; Inclusion and Equity; Direct Social Justice Teaching</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Self-Love and Acceptance; Respect for Others; Exploring Issues of Social Justice; Social Movements and Social Change; Taking Social Action</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: There is no training noted, but some lessons may require some understanding of music and dance.</p>		

<p>Through Culture We Resist (K-12)</p>		
<p>Critical Consciousness</p>	<p>XXX</p>	<p>This resource guide, through multiple lessons, incorporates the importance of change through action; however, it has less of an emphasis on systems that promote inequality. Students are asked to reflect upon their own culture and experiences through multiple lessons.</p>
<p>Social Action</p>	<p>XXX</p>	<p>A large majority of the lessons incorporate a call to action, promoting students to apply information to their own lives. The curriculum includes many opportunities for students to explore and take action against social issues.</p>
<p>Reciprocal Community Relationship</p>	<p>XXX</p>	<p>This curriculum is comprehensive in that it includes discussion of social movements, personal perspectives, and calls to action. One of the lessons, <i>Telling and Writing Our Stories in Community</i>, explains how this lesson can benefit the community. Another lesson focuses on how the school community can support a discussion of women’s health issues.</p>
<p>Systems Wide Approach</p>		<p>There is not a direct discussion of all of the different aspects of the school community and how they relate to outside the community.</p>

Explicit Teaching of Social Justice Principles	XXX	Multiple units include definitions of war and types of music and storytelling, as well as what social justice is.
Self-Reflection	XXX	There is a large degree of self-reflection, in terms of how students connect with oppression and learn to love themselves.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	This curriculum offers an indirect emphasis on inclusion and equity as a byproduct of oppression existing in many forms, and through the love of people of different backgrounds.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XXX	Race and culture are central motivators for this resource guide.

Teachers for Social Justice: Exploring the Roots of Youth Violence (K-12)	
<p>Mission of Organization: “Teachers for Social Justice (TSJ) is an organization of teachers, administrators, pre-service teachers, and other educators working in public, independent, alternative, and charter schools and universities in the Chicago area. We believe that all children should have an academically rigorous education that is both caring and critical, an education that helps students pose critical questions about society and ‘talk back’ to the world.” http://www.teachersforjustice.org/2007/09/about-tsj.html</p> <p>Link to curriculum: http://www.teachersforjustice.org/search/label/all%20curriculum</p>	<p>Curriculum Description: After being unsure about how to answer questions about the death of Derrion Albert, teachers and workers from Chicago developed this guide to combat the root causes of youth violence and support students in dealing with its aftermath. The curriculum is dedicated to all youth who have succumbed to violence, and the organization hopes the curriculum will inspire a local solution to the systematic oppression that contributes to youth violence.</p> <p>Curriculum Materials Reviewed: <i>Understanding Oppression Unit (short and long version lessons); Root Causes</i></p>

External Funding: No		
Teaching Methods: Group Discussion; Journaling; Direct Teaching; Socratic Seminars		Learning Resources: Worksheets; Survey Results; Tips for Facilitation
Social Justice Learning Domains: Critical Consciousness; Social Action; Inclusion and Equality; Self-love and Self Knowledge; Explicit Social Justice Teaching	Target Population/ Grade Level(s): K-12	Topics Covered: Oppression; Youth Violence Types; Activism; Youth-Led Research
Cost Per Classroom: Free		
Training: N/A		

Teachers for Social Justice: Exploring the Roots of Youth Violence (K-12)		
Critical Consciousness	XXX	This curriculum, through multiple units, facilitates reflection on how certain issues impact one's own life and surrounding network, with an emphasis on how students relate personally.

Social Action	XXX	Unit five of this curriculum focuses on how youth can organize, conduct research, and develop solutions to problems of violence in their own communities.
Reciprocal Community Relationship	XXX	This curriculum is comprehensive in that it includes community perspectives, personal perspectives, and calls to action. Students are asked to identify strengths of their communities and how these can be utilized in developing solutions.
Systems Wide Approach	XX	Students are urged to think of violence in larger contexts, which they do through personal reflection and in-depth studies of roots of power.
Explicit Teaching of Social Justice Principles	XXX	The lessons support students with key terms and phrases while providing real-life examples.
Self-Reflection	XXX	There is a large degree of self-reflection, in terms of how students connect with oppression.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	There is a direct emphasis on inclusion and equity as well as unfulfilled needs created by oppression existing in many forms.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	XX	There is an emphasis on self-reflection as a lens for understanding oppression.

Anti-Defamation League: Race & Racism (K-12)

<p>Mission of Organization: “To stop the defamation of the Jewish people and to secure justice and fair treatment to all...” https://www.adl.org/who-we-are/our-mission</p> <p>Link to curriculum: https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-plans?ed_cat_id[230]=230&grd_lv[high-school]=high-school&ed_cat_id[216]=216</p> <p>External Funding: No</p>	<p>Curriculum Description: ADL provides step by step lesson plans for multiple topics (e.g., Race and Racism). It also includes the use of current events to inform the entire lesson plans (e.g., Colin Kaepernick’s kneeling). The site “[teaches] current events through the lens of diversity, bias and social justice.”</p> <p>Curriculum Materials Reviewed: <i>Believe in Something: Nike: Kaepernick and Social Change; Using Art to Explore Injustice and Social Justice; The Alt Right and White Supremacy</i></p>	
<p>Teaching Methods: Discussion after Videos; Small Group Discussion; Using Cell Phones to Explore Hashtags; Writing Letters to Representatives in Congress; Creating an Artwork Gallery; Readings</p>	<p>Learning Resources: Lesson Plans (with Common Core targets on them); Links to Videos; Links to News Articles; Pictures</p>	
<p>Social Justice Learning Domains: Social Action; Critical Consciousness; Explicit Teaching of Social Justice Principles; Inclusion and Equity; Social Identities; Reciprocal Community Relationship; Systems Wide Approach; Self Reflection</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Bias; Bullying; Cyberbullying; Ability/Disability/Ableism; Jewish Culture/Anti-Semitism; Religion/Religious Bigotry; People/Identity/Culture; Genocide & Holocaust; Race/Racism; Gender/Sexism</p>
<p>Cost Per Classroom: There are no listed costs, but there are material lists for each lesson (e.g., post-it notes, print-out sheets, whiteboard/blackboard access)</p>		
<p>Training: There is no teacher training, but the curriculum provides lists of vocabulary the teacher should know and links to background information teachers should have.</p>		

Anti-Defamation League: Race & Racism (K-12)		
Critical Consciousness	XXX	ADL features a variety of topics within broader overarching categories like race, gender, and immigration. It explores recent events, like Kaepernick, as well as giving historical context to other issues.
Social Action	XXX	Most lessons do not focus specifically on direct action but may touch on it. Of the lesson plans that were reviewed, one example is exploring hashtags that are of interest to the student (e.g., Colin Kaepernick).
Reciprocal Community Relationship	XXX	There is some discussion of local and immediate communities. There are learning objectives that connect school to broader society
Systems Wide Approach	X	There is acknowledgement of how some material may be upsetting to students; however, the material does not prompt students to look beyond the classroom.
Explicit Teaching of Social Justice Principles	XX	The curriculum explores definitions and unpacks difficult concepts. It provides a vocabulary base for students to be able to speak about social justice.
Self-Reflection	X	Self-reflection isn't featured in every lesson but appears occasionally. There is an activity in the Kaepernick curriculum that asks about students' beliefs and other activities on what pictures, videos, and articles mean to the students.
Evidence Based		
Inclusion and Equity	XXX	The curriculum includes differing human perspectives.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.

Social Identities	XX	The curriculum covers many identities and asks students to consider their own and others' identities.
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Teaching with Historic Places (K-12)

<p>Mission of Organization: “The mission is to use historical places owned or managed by the National Park Service to enliven history and other school subjects.” https://www.nps.gov/articles/npshistory-entering-21st-century.htm</p> <p>Link to curriculum: https://www.nps.gov/subjects/teachingwithhistoricplaces/lessons-by-theme.htm#racialhealing</p> <p>External Funding: Yes Source of Funding: Federal Government</p>	<p>Curriculum Description: Teaching with Historic Places was developed by the National Park Service to utilize history that is available locally. They have hundreds of historical sites across the country that relate to various events in American history. Each site has a specific lesson plan for the site.</p> <p>Curriculum Materials Reviewed: <i>An American Success Story: The Pope House of Raleigh, NC; Americans; New Thomas</i></p>	
<p>Teaching Methods: Field Trips/Hands-On Learning; Direct Teaching; Readings; Group Work</p>	<p>Learning Resources: Resources on Site; Readings; Maps; Videos; Websites; (Varies by Lesson)</p>	
<p>Social Justice Learning Domains: Critical Consciousness; Reciprocal Community Relationship; Self-Reflection; Inclusion and Equity; High Expectations; Social Identities</p>	<p>Target Population / Grade Level(s): K-12</p>	<p>Topics Covered: American History; African American History; American Indian History; Asian American and Pacific Islander History; Civic Engagement; Civil Rights and Racial Healing; Civil Rights Movement; Conservation; Education; Hispanic American History; Immigration; International Relations; Labor History; Latino American History; Philanthropy/Humanitarianism; Politics and Government; Westward Expansion; Women’s Expansion</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Teaching with Historic Places (K-12)		
Critical Consciousness	XX	Not every lesson plan is based on inequality expressly, but those that focus on it seem to address it well. Depending on the actual topic of the lesson, there is explicit discussion of the inequality that occurred at the sites, for example, some touch upon Jim Crow era voter suppression.
Social Action	X	Although it talks about social action that happened at these sites, it does not encourage students to engage in contemporary social action.
Reciprocal Community Relationship	XX	This may be relevant if historical sites are local (i.e., the curriculum writers tie historical sites to their own communities). It asks students to explore their local community in some lessons and urges students to conduct an oral history interview with a community member.
Systems Wide Approach		There is no systems wide approach apparent in this curriculum.
Explicit Teaching of Social Justice Principles	X	The curriculum only explores social inequalities within the context of history, rather than teaching it to students explicitly.
Self-Reflection	XX	The curriculum encourages self-knowledge if there are connections to the community and urges students to learn about race relations in their hometown.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	This is not really the explicit goal of the curriculum. However, many of the lessons deal with inclusion and equity by addressing social oppression in the past.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.
Social Identities	X	Depending on the topic of the historic site, students have opportunities to explore their identities.

Freedom School Curriculum (K-12)		
<p>Mission of Organization: To empower African Americans in Mississippi to “become active citizens and agents of social change.” http://www.educationanddemocracy.org/FSCfiles/A_02_Introduction.htm</p> <p>Link to curriculum: http://www.educationanddemocracy.org/ED_FSC.html</p> <p>External Funding: No</p>	<p>Curriculum Description: The goal is to help students “begin to question” and gain a skeptical mind. The Freedom School Curriculum uses an experimental, interdisciplinary approach to give Black children a voice while informing them about the past. It utilizes lived experience as the content of the curriculum. These resources were used during the “Freedom Summer” and can be used in schools today.</p> <p>Curriculum Materials Reviewed: <i>Introduction</i></p>	
<p>Teaching Methods: Poetry; Music; Role-Playing; Creation of Newspapers; Open-Ended Discussion</p>	<p>Learning Resources: Historical Context/Background Information; Case Studies; <i>Guide to Negro History</i></p>	
<p>Social Justice Learning Domains: Systems Wide Approach; Reciprocal Community Relationship; Critical Consciousness; Self-Reflection</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Oppression/Exploitation; Systems of Power</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: N/A</p>		

Freedom School Curriculum (K-12)

Critical Consciousness	XX	This curriculum is comprehensive, but mainly focuses on anti-Black racism in the US.
Social Action	XX	This curriculum chronicles struggles involving direct action and includes the creation of school newspapers that give information about local political demonstrations, events, etc.
Reciprocal Community Relationship	XX	This curriculum is advertised as a “school without walls.” It inspires the creation of school newspapers that give information about local political demonstrations, events, etc. It includes thinking about local culture, schools, infrastructure, etc.
Systems Wide Approach	X	This rating is due to the time period in which this curriculum was created (Freedom Summers of the 1960s). It would not be as systems-wide when taught solely in a classroom today. Students are provided food and other resources, which was necessary for the Freedom Summers.
Explicit Teaching of Social Justice Principles	XX	The curriculum is explicit in analyzing and confronting racial inequality.
Self-Reflection	XX	A high value is placed on students’ experiences and the ways they think about their power and privilege.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XX	Freedom School Curriculum takes multiple experiences into account, as well as systems of power (i.e., forms of social oppression), although there is a sole focus on anti-Black racism.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation..

Teaching Tolerance (K-12)

<p>Mission of Organization: “Our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy.” https://www.tolerance.org/about</p> <p>Link to curriculum: https://www.tolerance.org/classroom-resources/lessons</p> <p>External Funding: Yes</p> <p>Source of Funding: Corporations (StoryCorps, Upfront); museums (Museum of Tolerance); newscasters (NBC News)</p>	<p>Curriculum Description: Teaching Tolerance focuses on four core domains: Identity, Diversity, Justice and Action. These domains inform lessons and activities geared towards promoting social justice, inclusivity, and tolerance within classroom settings. There are lesson plans and extension activities for each grade level as well as corresponding justification guides, which detail domains covered and grade-level reading resources. There are numerous lessons for all grade levels.</p> <p>Curriculum Materials Reviewed: <i>Advertisements and You; Part of a Community Online; What is Differently Abled?</i></p>	
<p>Teaching Methods: Word Work; Read Aloud of Narratives and Biographies; Critical Reading of Articles and Narratives; Discussion-Based Activities</p>	<p>Learning Resources: Videos; Podcasts; Stories of People from History</p>	
<p>Social Justice Learning Domains: Direct Teaching; Inclusion and Equity; Social Action; Reciprocal Community Relationships; System Wide Approach; Self Love; Social Identities</p>	<p>Target Population/ Grade Level(s): K-12</p>	<p>Topics Covered: Race; Religion; Ability; Class; Immigration; Gender; Activism; Bullying/Bias</p>
<p>Cost Per Classroom: Free</p>		
<p>Training: Optional webinars and articles are available for teachers to use.</p>		

Teaching Tolerance (K-12)		
Critical Consciousness	XXX	There are many featured lessons about teaching injustice with examples of injustice in various forms (e.g., disability, race, religion, etc.) are provided.
Social Action	XXX	Lessons encourage students to take their knowledge and move into action, including “do something” sections. Examples of opportunities for students include, but are not limited to making a more inclusive calendar, designing a monument, and engaging with campaigns. Students are given the opportunity to use the internet as a means for social activism.
Reciprocal Community Relationship	XXX	Some lessons explore the various communities schools might be involved in such as neighborhoods, online, school, etc. A few lessons spoke about improving communities and engaging in a positive way with the members of the communities. Students are asked to solve problems in their local schools and communities.
Systems Wide Approach	X	Few opportunities are presented to engage students with administrators, parents, or the physical environment. There is one lesson about the social environment.
Explicit Teaching of Social Justice Principles	XXX	Many of the lessons are focused on the direct instruction of definitions that relate to social justice, such as equity and fairness.
Self-Reflection	XXX	There are lessons that ask students to participate in self-reflection and consider how social justice themes impact themselves. Students are asked to reflect on their consumer choices around gendered products.
Evidence Based		To date, there has been no empirical study of this curriculum to evaluate its effectiveness.
Inclusion and Equity	XXX	This curriculum contains many lessons addressing inclusion, how to respect others who are different than us, and how to know what is equitable and what is not.
High Expectations		We are unable to evaluate this domain since it is best measured through teacher observation.

Social Identities	xxx	There are several lessons on varied social identities.
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