

Social Justice and Equity in the Classroom
Using anti-bias education to build socially inclusive classrooms
A Graduate Course
Syllabus

Teacher Education Institute ©

Course Description

This course is designed to provide educators with the foundational knowledge they need to begin using anti-bias education as a means to create socially inclusive environments within their school communities. This course is designed to help teachers navigate areas of social comprehension that are critical to the growth of our students and school communities. You will learn to design curriculum, using the Teaching Tolerance Social Justice Standards, that builds and deepens your student's social awareness and compassion. Participants will have the opportunity to integrate the Social Justice Standards into existing material or use them to create new and innovative educational experiences.

This course will focus on building a learning environment that embodies the goals necessary for teaching social tolerance. You will learn to create a classroom that is free of prejudice and teaches children to celebrate the diversity of those around them. You will learn to design opportunities for your students to recognize and appreciate both their own identities and the identities of their peers. You will learn valuable strategies for exposing your students to the need for social justice and the deep impact their actions can have on the world around them.

Throughout the course you will spend time reflecting on your own views of bias, stereotypes, discrimination and inclusion. Self reflection is a crucial step in our ability to realize the need for anti-bias education and it will inspire you to take innovative steps toward doing so. You will also analyze the actions and steps you and your school community are taking to create inclusive and respectful learning environments. You will leave the course having learned to use the goals of Teaching Tolerance to build upon those actions to solidify a socially responsive culture within your school community.

Objectives

- Identify the fundamental purpose of the social justice standards for anti-bias education.
- Identify the importance of identity, diversity, justice and action in school settings.
- Analyze and apply the social justice anchor standards in the context of a classroom community.
- Reflect on individual connections to the social justice standards.
- Analyze your own identity characteristics, whether or not they are visible or invisible and what category (gender, race, ethnicity, etc.) they fit into.

- Explore how identity is personally developed and socially constructed, as well as how the identity standards impact the students we teach.
- Apply the identity standards to real life scenarios.
- Analyze how the students in your classroom display the identity standards and create a way in which you can use literature to facilitate the growth of your students' understanding of identity.
- Examine what identity looks like in the classroom setting.
- Define diversity and explore its elements: variety (different types of people; people of different races or cultures).
- Compare differences and similarities that exist among people.
- Analyze the diversity standards and how they relate to instructional approaches and/or techniques designed to facilitate the development of the diversity standards.
- Apply the diversity standards to real life scenarios and reflect on how your school community develops, or is working to develop, a diversity mindset.
- Evaluate the use of texts in your classroom and how they facilitate your student's understanding of diversity.
- Apply new texts or instructional strategies to the diversity standards.
- Acknowledge the relationship between justice and bias, stereotype, prejudice, discrimination and privilege.
- Explore the difference between personal stereotypes and systemic discrimination.
- Analyze how privilege impacts discrimination and justice.
- Explore the ways the justice anchor standards might look like in the school setting.
- Identify ways in which using texts can help address the Justice anchor standards.
- Reflect on the ways justice is understood and addressed in the classroom setting.
- Acknowledge personal definitions of 'action' in order to better understand its impact on individual teaching philosophies.
- Explore different ways of understanding, experiencing and taking action.
- Apply the Social Justice Standards in your Classroom

Curriculum Design

This is a forty-five hour, three credit graduate level course completed over two weekends or five consecutive days.

Course Materials

Ahmed, Sara K. (2018). *Being the Change: Lessons and Strategies to Teach Social Comprehension*. Portsmouth, NH: Heinemann. [ISBN-13: 978-0-325-09970-5]

Session Outline

Session One: Social Justice

Content:

1. Member introductions
2. Individual and group expectations
3. Course sessions, resources and requirements
4. Assignments

Session Two: Social Justice Standards for Anti-Bias Education

Content:

1. Fundamental purpose of the social justice standards for anti-bias education
2. Four Domains
3. Domains and your classroom community
4. Assignments

Session Three: Anchor Standards

Content:

1. Grade level anchor standards, outcomes and anti-bias scenarios
2. Apply the rationale of anchor standards
3. Handling potential anti-bias situations in your classroom
4. Assignments

Session Four: Identity

Content:

1. Identity characteristics
2. Visible and invisible
3. Personal identity
4. Assignments

Session Five: How Identity Standards Impact the Students We Teach

Content:

1. Social construction of identity
2. Teaching Tolerance
3. Helping students individually construct their own identity
4. Use literature to facilitate the growth of your students' understanding of identity
5. Assignments

Session Six: Diversity

Content:

1. Define diversity
2. Elements of diversity

3. Cultural similarities and differences
4. Assignments

Session Seven: Diversity Standards and Instruction

Content:

1. Diversity standards
2. Classroom materials
3. Assignments

Session Eight: Justice

Content:

1. Justice and bias
2. Stereotype, prejudice
3. Discrimination and privilege
4. Personal stereotypes and systemic discrimination
5. Assignments

Session Nine: Privilege and Justice

Content:

1. Privilege impacts discrimination and justice
2. Justice standards in the school setting
3. Using texts to address justice standards
4. Assignments

Session Ten: Action

Content:

1. Personal definitions of ‘action’ and how they impact teaching philosophies
2. Ways of understanding, experiencing and taking action
3. Action standards in the school setting
4. Final assignment

Student Requirements

1. Participation: Actively participate in all activities.
2. Reading assignments: Complete all readings and reflection assignments.

Grading Criteria

Assignment	Points	Grading Scale	
Class Participation	20	100-93	A
Class assignments	80	92-85	B
Total Points	100	84-77	C

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Supplemental Resource

Chiariello, Emily (2012). Teaching Tolerance Anti-bias Framework. Montgomery, AL: Teaching Tolerance.

Willoughby, Brian (2018). Speak up at School: How to Respond to Everyday Prejudice, Bias and Stereotypes. Montgomery, AL: Teaching Tolerance

Websites

Learning for Justice

www.learningforjustice.org

Education World: Connecting Educators to What Works

www.educationworld.com

One World, One Heart Beating

www.oneworldoneheartbeating.com

Anti-Racism Articles and Resources

[Resources](#)

Edutopia

www.edutopia.org

[Anti-Racism Articles &](#)