

Curricular Examples

Our teaching teams create curriculum centered around specific Social Justice Standards. Throughout the year, teachers take opportunities from our annual theme, holidays, and field trips to offer learning experiences that are meaningful and developmentally relevant for students. Below are a curricular example for each of the four domains.

IDENTITY

I can feel good about myself without being mean or making other people feel bad. (ID.K-2.4)

In our Early Elementary program, conversations about identity are happening all the time as students learn about who they are.

In this journal prompt, teachers support students in reflecting on the physical and emotional traits they like about themselves.



DIVERSITY

I like knowing people who are like me and different from me, and I treat each person with respect. (DI.3-5.6)



In 3rd and 4th grades, students have ample opportunities to learn about people who share parts of their identities and culture and those who are different from them.

Before Halloween, teachers offer opportunities for students to reflect on how to respect cultures through appreciation and when actions become cultural appropriation by reading about some contemporary examples, such as the Great British Baking Show.

← Click the image to see the full <u>3-page document</u>.



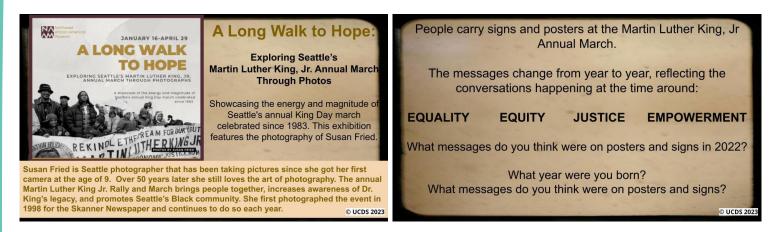
Curricular Examples (continued)

JUSTICE

I know that life is easier for some people and harder for others and the reasons for that are not always fair. & I know about people who helped stop unfairness and worked to make life better for many people. (JU.K-2.14-15)

In 1st and 2nd grade, students have the opportunity to explore and learn about the history and culture of Seattle through a variety of field trips and visits with different community members.

Before taking a field trip to the Northwest African American Museum, teachers previewed exhibits with students asking them to reflect on protests of injustices from the past and present.



ACTION

I know some ways to interfere if someone is being hurtful or unfair and will do my part to show respect even if I disagree with someone's words or behavior. (AC.3-5.18)

As 5th graders, students have the opportunity to continue to reflect on their own identity and external systems that impact their lives. While exploring the many intricacies of both implicit and explicit bias, teachers supported students in practicing different ways to interrupt biased statements they might hear or see.



