



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Excellence Through Equity Social Justice Framework and Action Plan

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Purpose

To provide an update for the SMMUSD Governing Board on the Integration of the Social Justice Standards into our District's Instructional Framework. Moreover, a highlighting of where we are as a District in addressing the various points within our Social Justice Action Plan are communicated.

2018-2019 SJ Action Plan





2018-2019 SJ Action Steps: Social Justice PD Cohort 1

**20 Hours of Social
Justice Standards
Professional
Development**

**4 HS Course Scope
and Sequences
Aligned to SJ/CCSS
Standards and Am.
Cultures/Ethnic
Studies Grad. Req.**

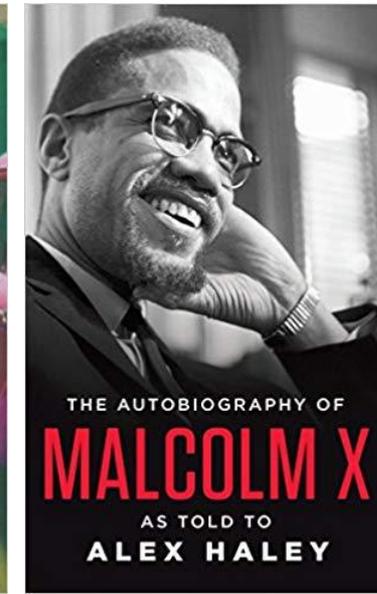
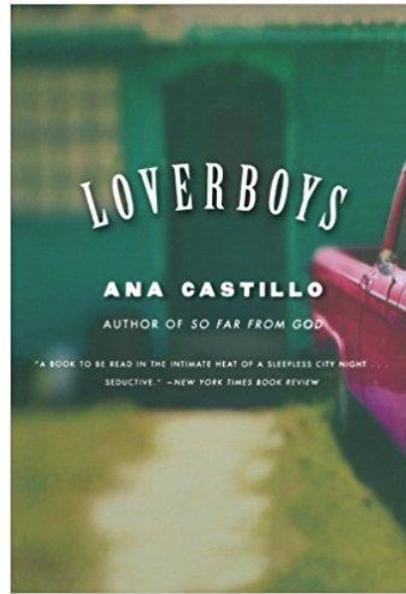
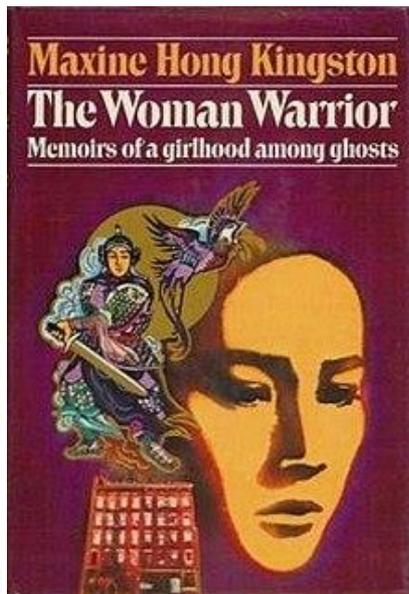
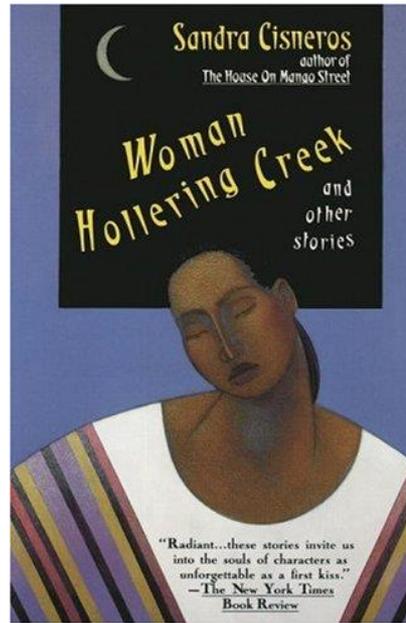
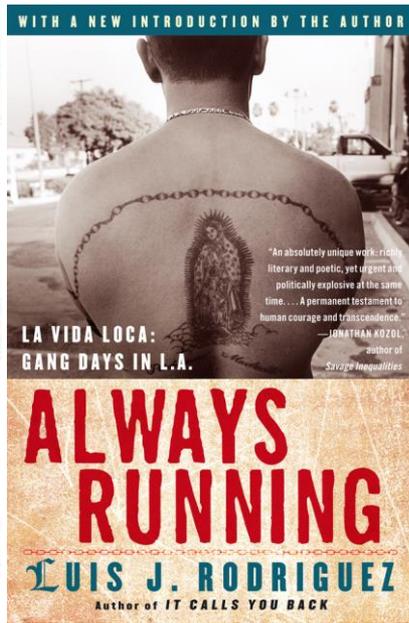
**20 SJ/CCSS
Standards Aligned
Curriculum Units
Developed and
Implemented (6-12)**

**SJ Standards
Curriculum Units on
Shared Drive [Create
Platform on
SMMUSD C&I
website]**

**2 MS Course Scope
and Sequences
Aligned to SJ/CCSS
Standards and Am.
Cultures/Ethnic
Studies Framework**

**SJ PD Cohort 1 -
Curriculum Unit
Showcase
(March 6, 2019)**

High School ELA/ELD (Sample Lesson)



Social
Justice
Lit.

SJ
Standard:
“JUSTICE
”



Social Justice Lit. - “JUSTICE”

Lesson Procedures

- Name the social injustices, oppressive experiences or conditions that are revealed in the example.
- What are the *hegemonic* factors that contribute to these injustices.
- How do the themes that emerge from these examples allude to notions of race, class, gender, and sexuality? (Intersectionality).
- What can you *infer* about the main character or the narrative voice from the example(s)?
- Be prepared to present you findings!

An excerpt from Luis Rodriguez's *Always Running*

“Heavy blue veins streak across my mother’s legs, some of them bunched up into dark lumps at her ankles. Mama periodically bleeds them to relieve the pain. She carefully cuts the engorged veins with a razor and drains them into a porcelain-like metal pail called a *tina*. I’m small and all I remember are dreams of blood, me drowning in a red sea, blood on sheets, on the walls, splashing against the white pail in streams out of my mother’s ankle. But they aren’t dreams. It is my Mama bleeding – into day, into night. Bleeding a birth of memory: my mother, my blood, by the side of the bed, me on the covers, and her slicing into a black vein and filling the pail into some dark, forbidden nightmare which never stops coming, never stops pouring, the memory of Mama and blood and Watts.” (pgs. 23-24)



SJ Standards & ELA/ELD Standards (Grade 11): JUSTICE

Social Justice Standards	ELA Standards	Corresponding ELD Standards	Learning Targets	Instructional Resources	Assessments
<p><u>Domain:</u> Justice</p> <p><u>Anchor Standard:</u> J-12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p><u>Grade Level Outcome:</u> JU.9-12.12 - I can recognize, describe and distinguish unfairness at different levels of society.</p> <p><u>Anchor Standard:</u> J-13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p><u>Grade Level Outcome:</u> JU.9-12.13 - I can explain the short-term and long-term impact of biased words, behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p><u>Anchor Standard:</u> J-14: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p><u>Grade Level Outcome:</u> JU.9-12.14 - I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.</p>	<p>Reading for Literature</p> <p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Interacting in Meaningful Ways.</p> <p>P1:11-12.1 <u>Exchange information and ideas with others</u> through oral collaborative discussions on a range of social/academic topics (Collaborative)</p> <p><i>Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by...</i></p> <p>P1.11-12.3 <u>Offer and justify opinions, negotiate with and persuade others</u> in communicative exchanges (Collaborative)</p> <p><i>Negotiate with or persuade others...</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • Cite strong textual evidence • Infer and analyze the development of the text • Determine themes • Participate in collaborative discussions (e.g., socratic seminars, group presentations, think-pair share, restorative justice circles). • Infer what the text says including ambiguity. • Identify and use sensory details 	<p><i>Always Running: Mi Vida Loca - Gang Days in L.A.</i>(Rodriguez)</p> <p><i>Woman Hollering Creek</i> (Cisneros)</p> <p><i>Loverboys</i> (Castillo)</p> <p><i>The Autobiography of Malcolm X (As Told By A. Haley)</i></p> <p><i>Zigzagger: Stories</i> (Manuel Muñoz)</p> <p><i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i> (Hong Kingston)</p>	<p>Social Justice Lit - Group Analysis</p> <p>Argumentative and Literary Analysis</p> <p>Personal Narrative that speaks of a time that you faced issues of injustice because of your race, class, gender, sexuality, and/or ability (intersectionality)</p>





UC Berkeley American Cultures /Ethnic Studies Guidelines

A. Does the Course address theoretical and analytical issues relevant to understanding issues of race, culture, and ethnicity?

B. Is the Course integrative and comparative within the larger context of American society, history, culture, economy, or environment?

C. Does the Course take substantial account of groups drawn from at least three of the following groups: African Americans, Indigenous peoples of the U.S., Asian Americans, Chicanos/Latinos, and European Americans?



2018-2019 SJ Action Steps: Social Justice PD Cohort 2

- 20 hours of SJ Standards PD
- Introduction to Social Justice Standards
- SJ Standards Alignment to Freshman Seminar Scope and Sequence
- Development of SJ/CCCS Standards Based Curriculum Units



2018-2019 SJ Action Steps: SJ PD Cohort 2 - Malibu

- To begin in Jan. 2019
- 20 hours SJ Standards PD
- MHS Freshman Seminar SJ Standards Alignment to Scope and Sequence
- Intro to Social Justice Standards
- Development of SJ/CCCS Standards Based Curriculum Units



2018-2019 SJ Action Steps: Teaching and Learning Council

- Introduction to Social Justice Standards
- Examination of Social Justice Standard Domains, Anchor Standards, and Grade Level Outcomes.
- Development of Social Justice Standards Aligned Curriculum Units/Lessons



2018-2019 SJ Action Steps: Elementary Schools

- Grant Elementary - Social Justice Whole Staff Professional Development (11/30/18, 01/11/19...)
 - Social Justice Standards Curriculum Lesson Development and Implementation
- Muir Elementary - Social Justice Model Instruction - 5th Grade (12/03/18, 12/10/18, 12/17/18...)
 - Establish SJ Standards criteria in year-long course of study
 - Social Justice Standards Curriculum Unit/Lesson Development and Implementation



2018-2019 SJ Action Steps: Family Engagement

- **Social Justice Standards Parent Training**
 - McKinley Elementary School
 - Will Rogers Learning Community
 - Edison Language Academy
 - John Muir Elementary School



2018-2019 SJ Action Steps: Community Engagement

- City of Santa Monica “Cradle to Career” Social Justice Presentation
- *Dia de los Muertos* Peace March and Celebration

Thank You

