



It Takes a Family: Using Children’s Literature to Advance Social Awareness

Course Description: With a renewed push to increase academic performance in the classroom, genuine conversations regarding social justice issues often get pushed to the side for assessments and data collection. While many district mission statements elude to the idea that the purpose of education is to develop a socially-aware citizenry, the space for that learning and development to occur is minimal, at best. For these conversations to occur, teachers need to actively select texts that engage students in critical thinking while also utilizing strategies to create civil discourse surrounding topics which are often controversial.

Using the work of Paulo Freire, this course will examine the importance of integrating social justice topics in elementary school. Participants will be modeled best practices for integrating social justice children’s books into their curriculum and will learn about privilege, banking education, and critical consciousness.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Describe the challenges that affect a teacher’s ability to promote social justice in the classroom
- Identify how privilege can dictate how curricular decisions are made and critical conversations are facilitated in the classroom
- Evaluate best practices for integrating social justice children’s books into the classroom.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	What Makes Change? In this lesson, participants will reflect on the constructs of change, what power is, and how change and power manifest themselves in the classroom. Participants will watch a TedTalk and reflect on their role on facilitating change in the classroom.	0.85 Hours
3	Banking Education – In this lesson, participants will learn about Paulo Freire, an influential educational thinker whose work dives into the importance of culture and freedom in learning.	0.85 Hours
4	Critical Consciousness – In this lesson, participants will learn about critical consciousness and how studying privilege systems can strengthen equity and compassion in the classroom.	0.85 Hours

5	Teaching Social Justice – In this lesson, participant will review four different approaches to infusing student voice and social justice into their school curriculum. They will reflect on where their curriculum lands and how they can make improvements to their curriculum.	0.85 Hours
6	Sit-In: How Four Friends Stood Up By Sitting Down – In this lesson, participants will reflect on the work by the UCLA Lab School and how students learn through social justice book.	0.85 Hours
7	The Other Side – In this lesson, participants will watch educators discuss LGBTQ issues to their students. In a discussion post, participants will reflect on the challenges in incorporating LGBTQ persons in the classroom.	0.85 Hours
8	It's Elementary – In this lesson, participants will watch educators discuss LGBTQ issues to their students. They will reflect on the challenges in incorporating LGBTQ persons in the classroom.	0.85 Hours
9	The Opposition's Response – In this lesson, participants will reflect on the challenges associated with incorporating social justice books, including an analysis of books that have been banned in the past. Participants will reflect on the challenging conversations they have had with educators and coworkers.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan	
	Points

Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.