

# Social Justice After School



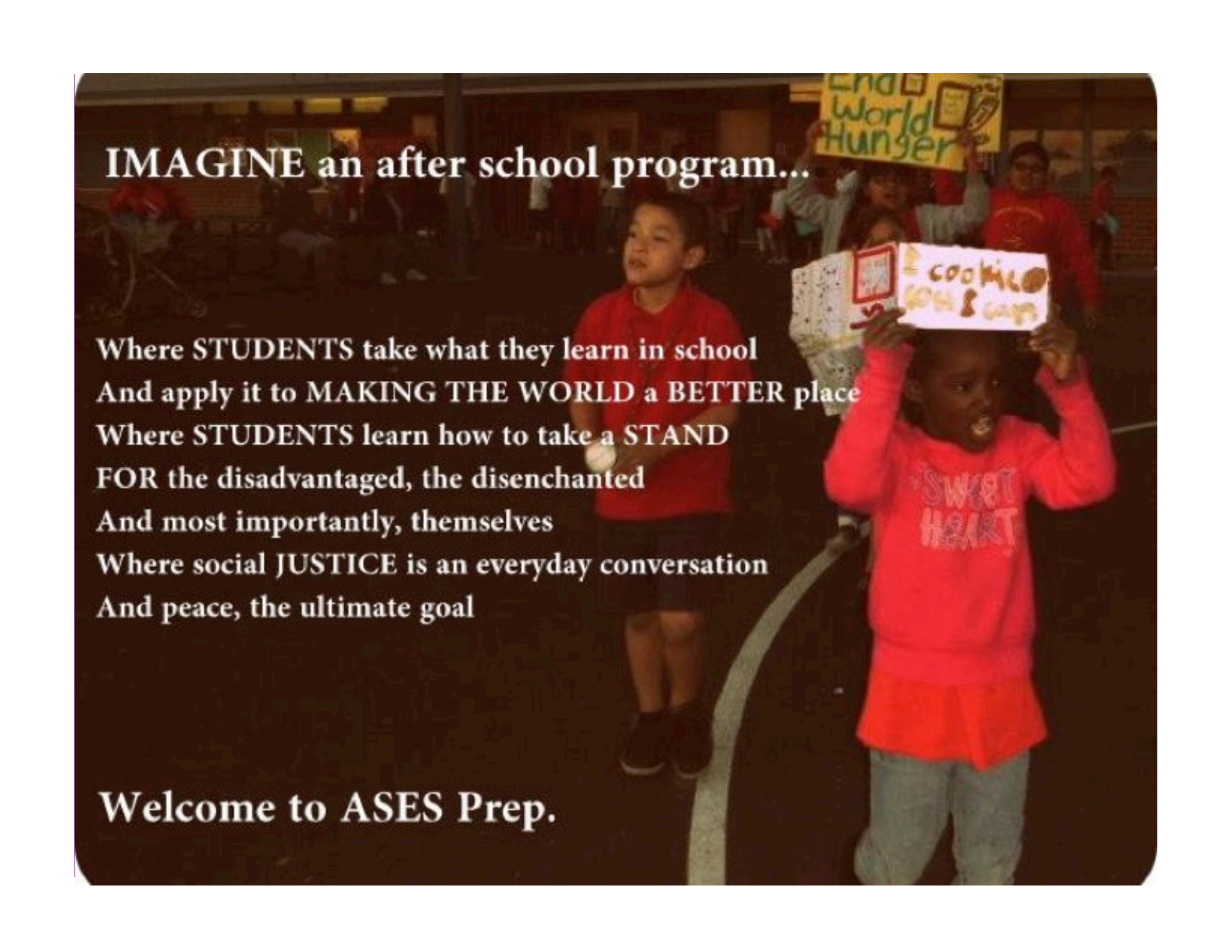
**ADDRESSING COMMON CORE & 21<sup>ST</sup>  
CENTURY SKILLS THROUGH SOCIAL  
JUSTICE EDUCATION IN AN AFTER  
SCHOOL CONTEXT**



## Today's Objectives

Educators will consider the ways in which social justice integration supports 21<sup>st</sup> century skill development and aligns to Common Core .





**IMAGINE an after school program...**

**Where STUDENTS take what they learn in school  
And apply it to MAKING THE WORLD a BETTER place  
Where STUDENTS learn how to take a STAND  
FOR the disadvantaged, the disenchanting  
And most importantly, themselves  
Where social JUSTICE is an everyday conversation  
And peace, the ultimate goal**

**Welcome to ASES Prep.**

# What is Social Justice?



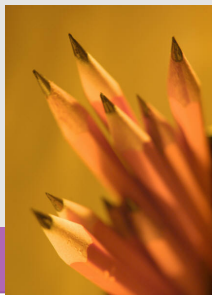
- How do you define social justice?
- What is an issue you are passionate about?
- What types of skills would you need to have in order to address or solve that problem?

# Observations



## Education

- Accessibility and quality of education
- Students first
- Holistic approaches avoided
- Lack of accountability



## Health Care

- Accessibility and quality of health care
- Patients first
- Holistic approaches avoided
- Lack of accountability

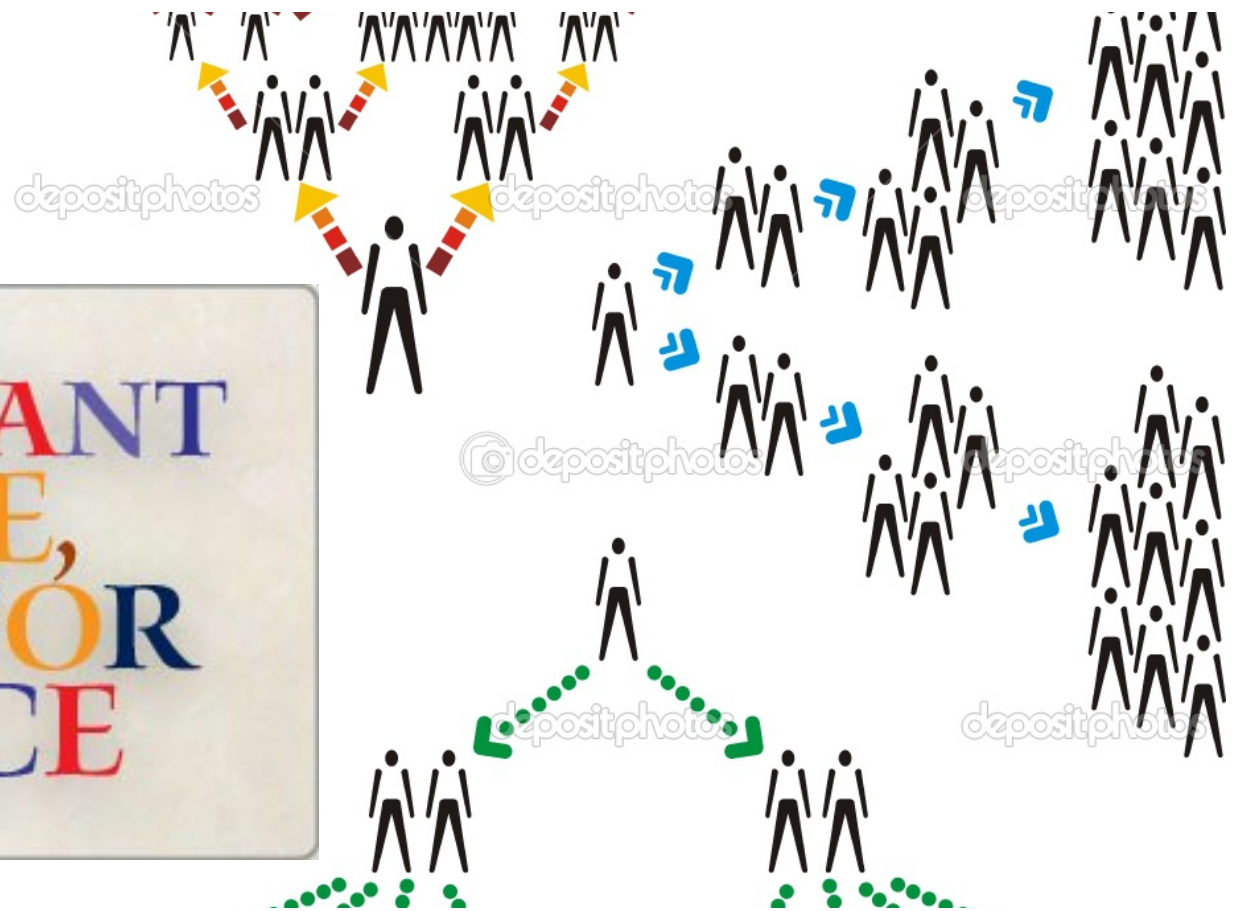




# Service-Based Learning



IF YOU WANT  
PEACE,  
WORK FOR  
JUSTICE



Imagine...

# Developing Solutionaries



- Zoe Weil - The World Becomes What You Teach
  - <http://www.youtube.com/watch?v=t5HEV96dIuY>





# Starting with the WHY



# **Social Justice and 21<sup>st</sup> Century Skills**



## **THE GLOBAL ACHIEVEMENT GAP**

**BY TONY WAGNER**

# 21<sup>st</sup> Century Skills for teens today



- Critical thinking and problem solving
- Collaboration across networks and Leading by Influence (teams virtual teams due to technology)
- Agility and adaptability-fast rate to change, people will need to be able to think, change, be flexible and adaptable, and be constantly learning
- Initiative (being proactive) and entrepreneurialism (Leadership as the capacity to take initiatives and trust yourself to be creative = success)
- Effective oral and written communication
- Accessing and analyzing information (managing volumes of information, learning to be selective and understanding what is important)
- Curiosity and imagination + creativity and innovation) right and left brain skills)

# FACTS



- 1/3 of US High School graduates are ready for college, much lower rates for minorities, 40% who enter take remedial courses, 50% never graduate
- 60% of college professors report what students take in HS does not prepare them for college
- 50% of employers say the education of those they hire is deficient
- 85-90% of best paying jobs require postsecondary education

# Therefore...



- **Students will need to:**
  - Understand and address global issues
  - Work and learn from/with individuals representing diverse cultures, religions and lifestyles and have open dialogue in personal, work, and community contexts
  - Understand other cultures and languages besides English



# Common Core



**MAKING THE CONNECTION**

**STANDARDS ESTABLISH THE LEVELS OF  
PERFORMANCE THAT STUDENTS, TEACHERS  
AND SCHOOLS ARE EXPECTED TO MEET.**

# Successful Learners and Change Agents



- To succeed in the 21st century, all students will need to perform to high standards and acquire mastery of rigorous core subject material. All students also will need to gain the cognitive and social skills that enable them to deal with the complex challenges of our age.

## Over the Past Decade...



- Over the past decade, many organizations such as Partnership for 21<sup>st</sup> Century Skills have advocated for standards that adequately address both the core academic knowledge and the complex thinking skills that are required for success in college, life and career in the 21st century.

# The Common Core Standards



- The release of the Common Core State Standards (CCSS) in 2010 has been an important turning point in the standards movement. For the first time, a majority of states have agreed to a common baseline for academic knowledge and college readiness skills. Currently, over 40 states have begun the challenging work of **alignment, integration and implementation of CCSS for English language arts (ELA) and mathematics.**

# The Mission of the Common Core



- Urges educators to **align, integrate, and implement** in a way that honors the fusion of the 3Rs (core academic content mastery) and 4Cs (**c**ritical thinking and problem solving, **c**ollaboration, **c**ommunication and **c**reativity and innovation).



# What's Imperative?



- **It is imperative that the CCSS be considered the “floor”—not the “ceiling”— when it comes to expectations for student performance in the 21st century.**

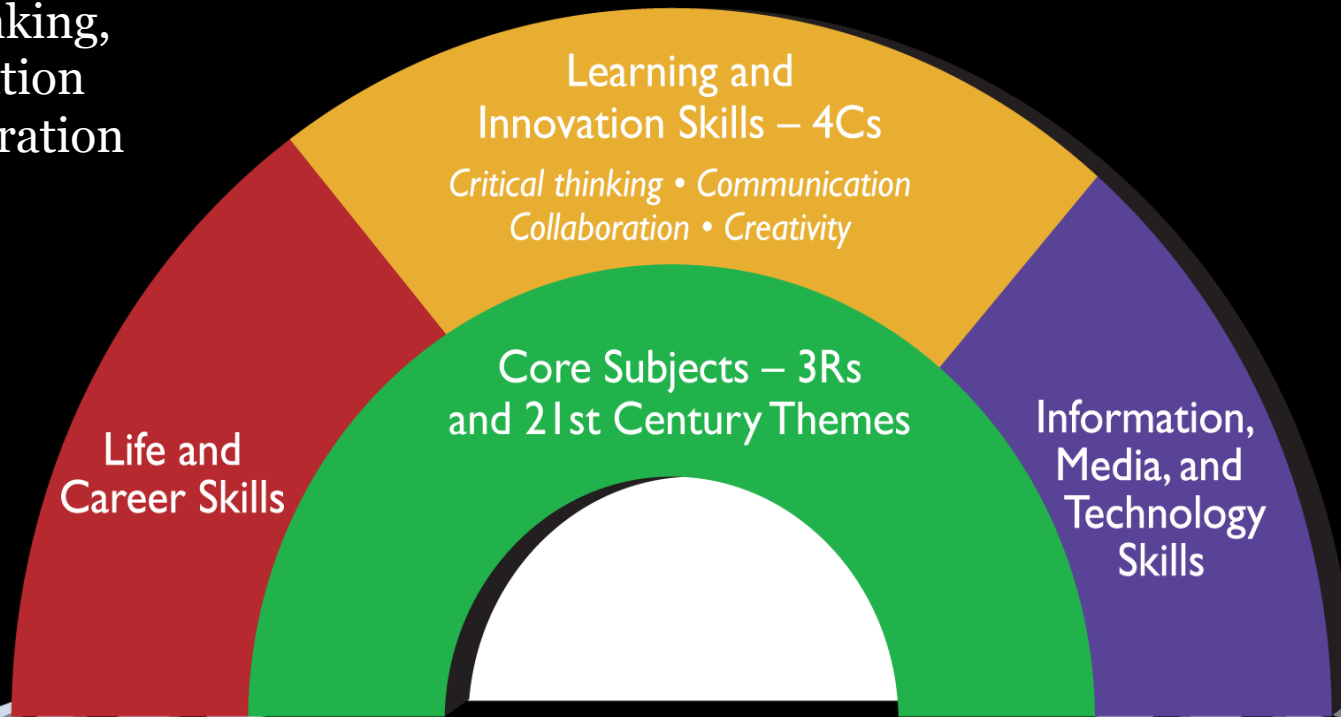
## Common Core calls for...



- The CCSS explicitly call for, and integrate, **higher-order thinking skills as a means to achieving career and college readiness for all students.**
- The CCSS have established **widespread consensus around a national baseline for college and career readiness, which includes a focus on rigorous core academic content mastery along with competencies like critical thinking, reasoning, communication and collaboration.**
- The CCSS documents establish critical thinking, reasoning, communication and media/information/technology literacy in ELA and mathematics as **key performance outcomes**

21ST CENTURY STUDENT OUTCOMES AND SUPPORT SYSTEMS

Critical thinking,  
communication  
and collaboration



Standards and Assessments

Curriculum and Instruction

Professional Development

Learning Environments

*(Please see the appendix for the full list of skills and their definitions.)*

# EXAMPLES OF THE STRONGEST AREAS OF ALIGNMENT:

## **21<sup>st</sup> Century Skills**

- Core Subjects
- Critical Thinking and Problem Solving
- Communication
- Information Literacy
- Self Direction
- Global Awareness
- Information, Media and Technology Skills

## **CCSS ELA College and Career Ready Definition**

- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique
- Value evidence
- Demonstrate independence
- Come to understand other perspectives and cultures
- Use technology and digital media strategically and capably

## Educators who are interested in 21st Century Skills will note the following:

- **Integration of Knowledge and Ideas** (in Reading) emphasizes interpretive and analytical skills across a range of texts, digital information and media.
- **Research to Build and Present Knowledge** (in Writing) is excellent; the strand is prominent and thoughtfully articulated. The indicators at each grade level support the development of inquiry-based research skills in the context of writing, all of which are central to critical thinking.
- **Comprehension and Collaboration** (in Speaking and Listening) effectively highlights the importance of interpersonal communication and collaboration as a key aspect of mastering speaking and listening.



## 21<sup>st</sup> Century Skills

## ELA

Critical Thinking and Problem Solving

Make Sense of problems and persevere in solving them.  
Reason abstractly and quantitatively  
Model with mathematics  
Look for and make use of structure

Communication Information Literacy

Construct viable arguments and critique the reasoning of others  
Attend to precision  
Look for and express regularity in repeated reasoning  
Use appropriate tools strategically

ICT Literacy

Use appropriate tools strategically

*Sample Student Outcome: Frame, analyze and synthesize information from a range of texts\* in order to solve problems and answer questions.*



## EXAMPLE:

After reviewing profiles at an entrepreneurial micro-financing site such as [www.kiva.org](http://www.kiva.org), students work in groups to research the economic and social impact of several proposals. Each group selects one proposal and creates a presentation to persuade classmates to choose that proposal. The class votes on the most persuasive proposal and creates an appropriate activity plan that might be used to raise the money to support the chosen proposal.

*Sample Student Outcome: Frame, analyze and synthesize information from a range of texts\* in order to solve problems and answer questions.*

## COMMON CORE STANDARD

## 21<sup>st</sup> Century Skills

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Financial Literacy
- Critical Thinking
- Collaboration
- Communication
- Information Literacy
- Creativity
- Global Awareness

# Mathematics Common Core



- Solving problems that haven't been solved before, finding proofs, puzzling, understanding patterns and finding meaning in statistics all require critical thinking, creativity, innovation and information literacy. These habits of mind are evident in the CCSS and are central to the teaching and learning of mathematics, as has been advocated by national mathematics content groups such as the National Council of Teachers of Mathematics (NCTM).

## 21<sup>st</sup> Century Skills

## Mathematics Practices

Critical Thinking and Problem Solving

Make Sense of problems and persevere in solving them.  
Reason abstractly and quantitatively  
Model with mathematics  
Look for and make use of structure

Communication Information Literacy

Construct viable arguments and critique the reasoning of others  
Attend to precision  
Look for and express regularity in repeated reasoning  
Use appropriate tools strategically

ICT Literacy

Use appropriate tools strategically





## ASES Prep's Alignment to Common Core

Inter-Disciplinary  
Instruction

Problem-Solution  
Driven Instruction

Reflection

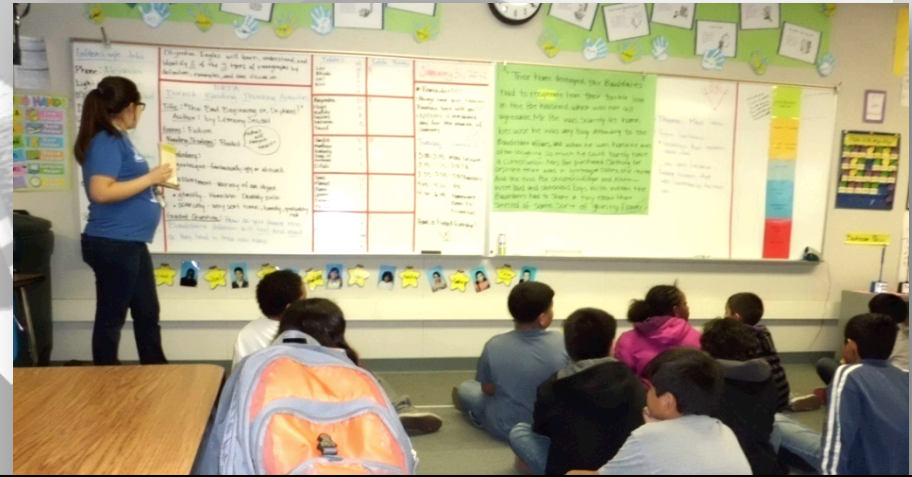
Project-Based Learning

Social Emotional  
Development

Service-Based  
Enrichment

- **What is Common Core?**
  - CC is a state-led and developed common core standards for K-12 in English/language arts and mathematics
  - Focus on learning expectations for students, not how students get there.
    - ✦ Prepares students with the knowledge and skills they need to succeed in college and work
  - 48 states, the District of Columbia, and two territories have signed on to the Common Core State Standards Initiative

# Alignment with the Regular Day



COI Pacing Guide 2011-2012												
<b>1st Grade</b>												
1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10	1.1.11	1.1.12	1.1.13
1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10	1.2.11	1.2.12	1.2.13
1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	1.3.7	1.3.8	1.3.9	1.3.10	1.3.11	1.3.12	1.3.13
1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.12	1.4.13
1.5.1	1.5.2	1.5.3	1.5.4	1.5.5	1.5.6	1.5.7	1.5.8	1.5.9	1.5.10	1.5.11	1.5.12	1.5.13
1.6.1	1.6.2	1.6.3	1.6.4	1.6.5	1.6.6	1.6.7	1.6.8	1.6.9	1.6.10	1.6.11	1.6.12	1.6.13
1.7.1	1.7.2	1.7.3	1.7.4	1.7.5	1.7.6	1.7.7	1.7.8	1.7.9	1.7.10	1.7.11	1.7.12	1.7.13
1.8.1	1.8.2	1.8.3	1.8.4	1.8.5	1.8.6	1.8.7	1.8.8	1.8.9	1.8.10	1.8.11	1.8.12	1.8.13
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1.26.1	1.26.2	1.26.3	1.26.4	1.26.5	1.26.6	1.26.7	1.26.8	1.26.9	1.26.10	1.26.11	1.26.12	1.26.13
1.27.1	1.27.2	1.27.3	1.27.4	1.27.5	1.27.6	1.27.7	1.27.8	1.27.9	1.27.10	1.27.11	1.27.12	1.27.13
1.28.1	1.28.2	1.28.3	1.28.4	1.28.5	1.28.6	1.28.7	1.28.8	1.28.9	1.28.10	1.28.11	1.28.12	1.28.13
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1.37.1	1.37.2	1.37.3	1.37.4	1.37.5	1.37.6	1.37.7	1.37.8	1.37.9	1.37.10	1.37.11	1.37.12	1.37.13
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1.50.1	1.50.2	1.50.3	1.50.4	1.50.5	1.50.6	1.50.7	1.50.8	1.50.9	1.50.10	1.50.11	1.50.12	1.50.13
1.51.1	1.51.2	1.51.3	1.51.4	1.51.5	1.51.6	1.51.7	1.51.8	1.51.9	1.51.10	1.51.11	1.51.12	1.51.13
1.52.1	1.52.2	1.52.3	1.52.4	1.52.5	1.52.6	1.52.7	1.52.8	1.52.9	1.52.10	1.52.11	1.52.12	1.52.13
1.53.1	1.53.2	1.53.3	1.53.4	1.53.5	1.53.6	1.53.7	1.53.8	1.53.9	1.53.10	1.53.11	1.53.12	1.53.13
1.54.1	1.54.2	1.54.3	1.54.4	1.54.5	1.54.6	1.54.7	1.54.8	1.54.9	1.54.10	1.54.11	1.54.12	1.54.13
1.55.1	1.55.2	1.55.3	1.55.4	1.55.5	1.55.6	1.55.7	1.55.8	1.55.9	1.55.10	1.55.11	1.55.12	1.55.13
1.56.1	1.56.2	1.56.3	1.56.4	1.56.5	1.56.6	1.56.7	1.56.8	1.56.9	1.56.10	1.56.11	1.56.12	1.56.13
1.57.1	1.57.2	1.57.3	1.57.4	1.57.5	1.57.6	1.57.7	1.57.8	1.57.9	1.57.10	1.57.11	1.57.12	1.57.13
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1.60.1	1.60.2	1.60.3	1.60.4	1.60.5	1.60.6	1.60.7	1.60.8	1.60.9	1.60.10	1.60.11	1.60.12	1.60.13
1.61.1	1.61.2	1.61.3	1.61.4	1.61.5	1.61.6	1.61.7	1.61.8	1.61.9	1.61.10	1.61.11	1.61.12	1.61.13
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1.65.1	1.65.2	1.65.3	1.65.4	1.65.5	1.65.6	1.65.7	1.65.8	1.65.9	1.65.10	1.65.11	1.65.12	1.65.13
1.66.1	1.66.2	1.66.3	1.66.4	1.66.5	1.66.6	1.66.7	1.66.8	1.66.9	1.66.10	1.66.11	1.66.12	1.66.13
1.67.1	1.67.2	1.67.3	1.67.4	1.67.5	1.67.6	1.67.7	1.67.8	1.67.9	1.67.10	1.67.11	1.67.12	1.67.13
1.68.1	1.68.2	1.68.3	1.68.4	1.68.5	1.68.6	1.68.7	1.68.8	1.68.9	1.68.10	1.68.11	1.68.12	1.68.13
1.69.1	1.69.2	1.69.3	1.69.4	1.69.5	1.69.6	1.69.7	1.69.8	1.69.9	1.69.10	1.69.11	1.69.12	1.69.13
1.70.1	1.70.2	1.70.3	1.70.4	1.70.5	1.70.6	1.70.7	1.70.8	1.70.9	1.70.10	1.70.11	1.70.12	1.70.13
1.71.1	1.71.2	1.71.3	1.71.4	1.71.5	1.71.6	1.71.7	1.71.8	1.71.9	1.71.10	1.71.11	1.71.12	1.71.13
1.72.1	1.72.2	1.72.3	1.72.4	1.72.5	1.72.6	1.72.7	1.72.8	1.72.9	1.72.10	1.72.11	1.72.12	1.72.13
1.73.1	1.73.2	1.73.3	1.73.4									



# A Better World... *One Project at a Time*

Teacher: \_\_\_\_\_

ASES Prep: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Grade: \_\_\_\_\_ COI # \_\_\_\_\_

## Better World Project Title:

### BWP Objective

What do you want your students to be able to do? Be sure your objective answers the following questions and uses higher order thinking skills from Bloom's Taxonomy:

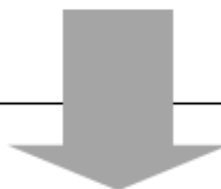
- 1) **CONTENT:** What social problem/injustice will students be learning about?
- 2) **CONDITIONS:** What tools will students use to learn the content?
- 3) **CONDUCT:** What will students produce with the tools to show they have learned?
- 4) **CRITERIA:** How will you assess whether or not students have learned the skill?

*Prepsters will...*

### Driving Question

What essential question do you want your students to answer at the end? Consider the following when crafting your driving question:

- 1) **PROBLEM-ORIENTED:** Should address a problem in society that deals with social justice.
- 2) **RELEVANCE:** Students should have prior knowledge on the subject area and be able to make connections to personal/emotional experiences.
- 3) **ALIGNMENT:** Problem should require core subject knowledge to solve or answer.
- 4) **RESOLVABLE:** Students will be able to answer the question by the end of the project.



**CONTENT AREAS that will be addressed during project  
(check all that apply):**

- English Language Arts
- Math
- Science
- Social Studies
- Visual & Performing Arts
- Physical Education
- Social Emotional

**COI STANDARD(s) that will be addressed:**

(ELA) \_\_\_\_\_

Pre-Test Score: \_\_\_\_\_ Post-Test Score: \_\_\_\_\_

(MATH) \_\_\_\_\_

Pre-Test Score: \_\_\_\_\_ Post-Test Score: \_\_\_\_\_

**BWP Timeline**

Monday Objective:	Tuesday Objective:	Wednesday Objective:	Thursday Objective:	Friday Objective:	<b>Week 1</b>
Monday Objective:	Tuesday Objective:	Wednesday Objective:	Thursday Objective:	Friday Objective:	
Monday Objective:	Tuesday Objective:	Wednesday Objective:	Thursday Objective:	Friday Objective:	<b>Week 2</b>

**Assessment**

Circle all that apply:

COI

Prep Book Reflection


Other: \_\_\_\_\_

ASES Prep 2012-2013

Tool developed by Sue Jin Kim, August 2012



# Project Based Learning

- 
- Real life problem solving
  - Hands on
  - Learning through doing
  - Abstract concept more concrete
  - Experiential learning
  - Cooperative learning
  - Way for students to identify themselves
  - Skill discovery
  - Better understanding of content
  - Multiple intelligence
  - Identification of a problem and development of a solution, execution of solution
  - Student centered, expression of different talents and abilities, one person may be better at different things. Meeting them where they are at while challenging them.



## Project Based Learning

[Pbl-online.org](http://Pbl-online.org)

- Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.
- Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.
- Project Based Learning teaches students 21 st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.



- Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.
- Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.





- Importance of connectivity
  - Transfer
    - ✦ We learn when we are able to transfer knowledge from one context to another
    - ✦ Reinforces concepts through the application of skill or concept



# A Better World... *One Project at a Time*

Teacher: \_\_\_\_\_

ASES Prep: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Grade: \_\_\_\_\_

COI # \_\_\_\_\_

## Better World Project Title:

### BWP Objective

What do you want your students to be able to do? Be sure your **objective** answers the following questions and uses higher order thinking skills from Bloom's Taxonomy:

- 1) **CONTENT:** What social problem/injustice will students be learning about?
- 2) **CONDITIONS:** What tools will students use to learn the content?
- 3) **CONDUCT:** What will students produce with the tools to show they have learned?
- 4) **CRITERIA:** How will you assess whether or not students have learned the skill?

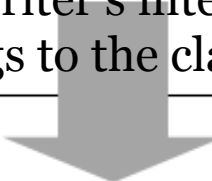
*Prepsters will...*

... analyze their favorite song lyrics and determine whether or not they are perpetuating positive or negative messages into society. Using a graphic organizer, they will extract aspects of figurative language to determine meaning and draw conclusions about the writer's intent. They will then present to the class their findings to the class.

### Driving Question

What essential question do you want your students to answer at the end? Consider the following when crafting your driving question:

- 1) **PROBLEM-ORIENTED:** Should address a problem in society that deals with social justice.
- 2) **RELEVANCE:** Students should have prior knowledge on the subject area and be able to make connections to personal/emotional experiences.
- 3) **ALIGNMENT:** Problem should require core subject knowledge to solve or answer.
- 4) **RESOLVABLE:** Students will be able to answer the question by the end of the project.



What messages do our favorite songs send out to the world about how we should think and behave?

## Evaluation

TO MAKE JUDGEMENTS ABOUT KNOWLEDGE

interpret, justify, decide,  
criticize, judge, solve, rate,  
assess, appraise

## Synthesis

TO CREATE NEW IDEAS OR THINGS

hypothesize, predict, create,  
invent, produce, modify,  
extend, design, formulate,  
develop, build, compile

## Analysis

TO TAKE INFORMATION APART

study, combine, separate,  
categorize, detect, examine,  
inspect, discriminate, take  
apart, generalize, compare,  
analyze, scrutinize

## Application

TO USE INFORMATION

try, diagram, perform, make  
a chart, put into action, build,  
report, employ, relate, draw,  
construct, adapt

## Comprehension

TO UNDERSTAND INFORMATION

summarize, relate,  
experiment, simple  
comparisons, demonstrate,  
explain, reword, discuss

## Knowledge

TO FIND OR REMEMBER INFORMATION

tell, uncover, show, list,  
locate, repeat, define, explain,  
investigate, recall, name,  
point to

**W-300-B  
S-300-B  
H-300-B  
X-300-B  
E-300-B**

**CONTENT AREAS that will be addressed during project  
(check all that apply):**

- English Language Arts
- Math
- Science
- Social Studies
- Visual & Performing Arts
- Physical Education
- Social Emotional

**COI STANDARD(s) that will be addressed:**

(ELA) \_\_\_\_\_

Pre-Test Score: \_\_\_\_\_ Post-Test Score: \_\_\_\_\_

(MATH) \_\_\_\_\_

Pre-Test Score: \_\_\_\_\_ Post-Test Score: \_\_\_\_\_

**BWP Timeline**

Monday Objective:	Tuesday Objective:	Wednesday Objective:	Thursday Objective:	Friday Objective:	<b>Week 1</b>
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Monday Objective:	Tuesday Objective:	Wednesday Objective:	Thursday Objective:	Friday Objective:	<b>Week 2</b>

**Assessment**

Circle all that apply:

COI

Prep Book Reflection

Other: \_\_\_\_\_

ASES Prep 2012-2013

Tool developed by Sue Jin Kim, August 2012





**Making the World a Better Place... One Project at a Time**