A CURRICULUM UNIT ENSURING SOCIAL JUSTICE ORIENTED CLASSES FOR HIGH SCHOOL STUDENTS GRADES 9-12

by

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CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

We, the undersigned, certify that this project entitled A CURRICULUM UNIT ENSURING
SOCIAL JUSTICE ORIENTED CLASSES FOR HIGH SCHOOL STUDENTS GRADES 9-12
 by José A. Claudio, Candidate for the Degree of Master of Science in Education, Teaching
English to Speakers of Other Languages (TESOL), is acceptable in form and content and
demonstrates a satisfactory knowledge of the field covered by this project.

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ABSTRACT

The purpose of this curriculum project was to create an instructional unit emphasizing

awareness, consciousness, and intentional social justice teaching; for teachers, administrators and

educators to implement in their educational setting. The goal of this project was to present a a

high school curriculum unit full of social justice language, literature, and suggested activities that

motivate leadership development, which in turn may create welcoming educational environments

for the liberation of the oppressed ones. The project encourages users to implement educational

advocacy practices, diversity/pluralism, needs and educational assessments, and create space for

teacher, students, and parents' relationship. It is a curriculum project reflecting community

organizing leadership examples as road map for teacher/student leadership development.

Keywords: social justice, secondary schools, curriculum

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Introduction

Social justice is a means of success for school leaders and students while advocating against inequalities in education for English language learners (ELLs) (McKenzie et al., 2008; Picower, 2012). This advocacy comes accompanied with the creation of learning environments full of culture and/ or those, which are culturally transformative. The focus presented here addresses inequalities or weaknesses in educational programs for ELLs and provides a route map to implement social justice to combat injustices in education. First, the narrative discusses the influence of ELL students in the United States educational system. Second, the focus is moved to the schooling of ELLs in the United States, ELL educational programing, teachers, teacher preparation, and educational resources. Third, subjects such as Social Justice for the Injustices, its definition and implementation, social justice for ELLs, social justice as a based education, the language policies for ELLs, social justice in the classroom, and finally advocacy and activism are discussed. Finally, the lens is moved toward motivating ELL teachers for social justice education, the teachers' identity, and the teacher as an agent of change while creating environments full of culture and/or culturally challenged for educational transformation.

The literature discussed reveals the necessity for the creation of inclusive environments, in which the ELLs' culture flourishes in the classrooms, schools, and communities with the intention of preparing school administrators, teachers, and teacher educators for social justice (Crawford, 2008; Duquette, Fullarton, Orders, & Robertson-Grewal, 2011; Fullan, 1993; Hawkins, 2011; Hess, Molina, & Kozleski, 2006; Jacobsen & Saultz, 2012; Ladson-Billings, 2001; Lagaña-Riordan & Aguilar, 2009; Mahoney, 2017; Picower, 2012; Putney, 2007; Renshaw, 2007; Wadell, Frei & Martin, 2012).

Problem

ELLs are the fastest growing population in United States (Genessee, Lindholm, Saunders, and Christian, 2005). As more ELLs come to the United States, it is essential for educational leaders to be involved in social justice efforts against any injustices, unbalances, and inequalities, which might exist in education. Currently, teaching facilities and resources to be used for promoting social justice, together with well-trained educational professionals who hold a vision of social justice while teaching ELLs, are lacking in the field (Genesee et al., 2005). An environment of promoting social justice in schools must include the incorporation of language and culture where children can grow both bilingually and intellectually (Reyes & Crawford, 2008, p. xii), and obtain consciousness of oppressions and positive attitude for liberation (Freire, 2000).

Purpose

Given the current conditions of a continuously growing ELL population, lack of proper resources, lack of properly trained educators and the lack of an educational vision by teachers and schools that focuses on the needs of the ELL population, the purpose of this project is to present a curriculum unit which may empower the educational vision and work of teachers and administrators while articulating social justice concerns in schools, in the education of ELLs. A goal of this project is to encourage a greater awareness, consciousness, and participation of educational leaders in promoting learning environments that elevate language learning to higher levels while at the same time transforming school culture to promote social justice and equality for all students, should it be discovered that schools are suffering from a lack of social justice awareness and discourse in their classrooms.

Significance

Although others have conducted research detailing how social justice can play out in a school with ELLs (Giambo & Szecsi, 2006; Broughton & Putney, 2011; Hawkins, 2011), very little research focuses on detailing how social justice can shape current educational systems, focus on the needs of ELLs in a way that ensures their academic success, and includes curriculums which motivate educators to transform classrooms into education-relational advocacy arena. The significance of this project underlines the social justice educational practices, and promote community leadership/organizing for educators educational success (McKenzie et al., 2008; DeMatthews & Mawhinney, 2014). The significance of this curriculum may shed light about the awareness of educators about social justice and their practice of educational justice in and out of the classroom.

Literature Review

Teachers, especially those who teach English to speakers of other languages (TESOL) or English as a second language (ESL), are the key professionals empowering youth, creating and empowering leadership in the United States of America. As Broughton and Putney (2011) state "they are well educated, dispersed around the globe, and set expectations for classroom interaction" (p. 5). Many ESL teachers drive their teaching of English Language Learners (ELLs) by focusing on the grammatical structure (by observing language functions and learning domains) and creating a balance of socio-cultural learning environments and linguistics in the ELL classrooms (Hawkins 2011; Mahoney, 2017). Therefore, if there are any professionals needed in the front line advocating for social justice in education, these professionals should be the ESL teachers.

Unfortunately, not all ELL teachers are as well-prepared and equipped to advocate for ELLs. Not all teachers are, consciously, as culturally relevant in their teaching environments as they should be, environments in which students experience academic success, learn about the social order, and become competent about their culture thanks to having teaching that is linked to their cultural backgrounds and practices (Ladson-Billings, 2001). Although it may be a distraction from their work in the classroom, advocacy is part of the ELL teacher's job description (Crawford, 2008). Advocacy is the action to be taken by ELL teachers to produce changes, which fulfill the students and family needs. Nowadays, it is imminent for ELL teachers to promote social justice based education, acquiring the social justice language and terminology, and the necessary tools to implement the sociocultural educational perspective in their classrooms (Crawford, 2008; Hawkins, 2011; Mahoney, 2017). As Hawkins (2011) suggests,

there must be a social agenda, which incorporates social reconstruction, multicultural, antiracist, bilingual, and inclusive education in the ELL classrooms.

ELLs in United States

Researchers agree that since the 1990s the population of ELL students' has grown rapidly (Genesee et al., 2005; Goldenberg, 2008). According to Genesee et al., (2005) there has been a 95% growth in grades K- 12 in public schools since the early 1990s. During the school year 2002-2003 there were more than 400 languages spoken by students in United States schools. These figures are based on the reports from 41 state educational agencies. According to this report, only 18.7% of students classified as ELLs with limitations on English proficiency met the standards for reading in English. These students also have the higher drop-out rates and are often placed on lower educational levels than students whose first or home language (L1) is English, especially from the results of mathematics tests. On the other hand, Goldenberg (2008) sustains that since the 1990s "1 in 20 public schools students in grades K-12 was an ELL" (p. 10).

Surprisingly, although ELL students come from over 400 different backgrounds, most of these students were born in the United States. According to Goldenberg (2008), the numbers are as follows: elementary school age, 76 percent; middle and high school age, 56 percent; 80 percent are Spanish speakers who come from a lower economic and educational backgrounds than the general population, other immigrants and languages; and 8 percent of the ELLs population are speakers of Asian language (Vietnamese, Korean, Chinese, Hindi, Tagalog, Hmong, Khmer, and Laotian). In contrast to the Spanish speaker population, speakers of Asian language come from higher income and education level families. However, 80 percent of the parents of the above mentioned ELLs were born outside of the United States.

Many of these ELL students are taught in English-only classrooms. Unfortunately, this means that they are not receiving academic skills and content-based education in their first language (L1). Not having material which include the L1 causes some scholars suggest this oppresses them and that they and their families are not being considered by administrators, teachers, and teacher educators, which in turn result in poor academic achievement and/ or increased school dropouts (Goldenberg, 2008; Reyes & Crawford, 2008). Also, there are other scholars who point out scientific research in which the creation of balances in the classroom while incorporating ELL students with English fluent speakers may be beneficial for ELLs in regards to English language knowledge, acquisition, and proficiency (Genesee et al., 2005). Today the number of ELLs has increased to every 1 in 9 students, and it has been estimated by demographers that by the year 2038 the figures might be 1 in 4. From the 1990s to 2008 the ELL population increased from 2 million to 5 million. The educational success of these students depends on the oral language, literacy, and academic domains empowered by the educational knowledge about ELLs of those who engage in their education (Genesee et al., 2005).

The ELL identity. There are different labels used in reference to the ELLs' identity, often contradictory and confusing for nonspecialists (Reyes & Crawford, 2008, p. 2) in ELL education. This includes limited English proficiency (LEP), English learners (ELs), and *emerging bilingual* (EB) students. In this literature, students who speak English as a second language are those being classified as ELL students who are also known as EB. In regards to these various levels distinctions, in the last decade, there have been researchers who prefer to use the term EB to refer to ELLs (Garcia, 2008; Mahoney, 2017; Reyes & Crawford, 2008). Such distinction is based on the psychological implications that label as ELL or ELP may produce in students in the process of learning English as a new language (Mahoney, 2017). From this

positive perspective of labeling students learning and additional language, it takes the stance of viewing bilingualism and multilingualism as the focus not just in terms of language learning and acquisition, but also regarding individual characteristics in a social context – by observing ethnicity, the community in which they live in, region, and country (Baker, 2011). This is to say, that, the identity of the ELL label does not lie in the spoken or written language alone, but in the visibility of the ELL/EB student, their place of origin, region, family group, linguistic, cultural and other characteristics which distinguish their inheritance. This label comes to light when practitioners use students' home language (first language or L1) as a tool for English language development (Mahoney, 2017). Therefore, the language interaction at home and community sets the basis for the identification of ELL students. As it has been stated, ELLs are those students who first learn a language other than English at home and/ or community, and then learn English as their new language. These students also begin their school with a lack of understanding, learning, and acquisition of English. In other words, they are not yet proficient in English.

Social Justice

Social justice in education serves the purpose of empowering administrators, teachers, and teacher educators for creating just, open, and socio-cultural environments for (a) students' academic achievement; (b) to prepare student to be critical social members; and (c) for the creation of inclusive, heterogeneous, and socio-cultural curriculums (McKenzie et al., 2008). This subject has gained broad attention when it is a matter of school leadership with a vision of social justice for their students and teacher's performance. It has been the claim of many leaders whose interest is to improve the academic outcomes of marginalized groups, ethnic students, students with disabilities (SWD), and ELLs, but moreover, their schooling participation (DeMatthews & Mawhinney, 2014).

Social justice is about recognition of inequality and then the actions taken to eliminate them. It is about the observation of policies and procedures that form schools, but at the same time oppress and create unbalances and/ or inequalities to the poor and vulnerable, marginalized because of their race, cultural background, sex or sexual orientation, economic class, physical appearance, and others. Those who promote social justice maintain a sense of awareness of issues that oppress individual and groups, and seek the common-good of the community and each member.

Scholing in America. Anger and frustration are some of the feelings that have motivated scholars to investigate, elaborate, and find strategies to deal with issues related to schooling for ELLs in the United States (Hale, Gerono, & Morales, 2008; Reyes & Crawford, 2008). Dissatisfaction with the classrooms, especially, music and art, educational curriculums, lunch facilities, playgrounds, books, manipulatives, art materials, and other resources, have served as a trigger for scholars to provide literature oriented toward *new and progressive* bilingual educational ways (Reyes & Crawford, 2008). These ways would consider schooling that reflects a cultural perspective in the classrooms, schools, and community. It is what Mahoney (2017) calls *ecology levels*.

These observations of the conditions of schooling in America have captured the attention of some scholars and/ or educators who pose a vision for social justice while creating or transforming their teaching space into a culturally diverse learning environment. *Awareness*, *consciousness*, and *transformative actions* are three key vocabulary terms associated with the poor conditions of schooling in America for those who carry a vision to exercice social justice. Many schooling conditions in America are not appropriate for ELLs and do not hold what Reyes and Crawford (2008) call *progressive bilingual education,* an education with grassroots for

advocacy against educational injustice. While the White and privileged class students enjoy education in English, their majority language or their L1which is a language that they understand and are familiar with, ELL students, their parents, and/ or relatives may be suffering in schooling conditions in addition to any personal and/ or family situations (Hale et al., 2008; Reyes & Crawford, 2008).

Social justice for ELLs. Social Justice for ELLs has been a topic of attention in multiple dimensions, and is not limited to socio-cultural assessments and policy making (Hawkins, 2011; Horn et al., 2010; Mahoney, in press). Researchers have been exposing the subject of social justice as a means of language pedagogy, assessment authenticity, advocacy, and policy making among many other perspectives (Crawford, 2008; Hawkins, 2011; Horn et al., 2010; Mahoney, in press). Therefore, social justice has been viewed through the lenses of socially-based education (Hawkins, 2011), socio-cultural and psychometric assessments (Mahoney, 2017), culturally relevant pedagogy (Ladson-Billings, 2010), advocacy (Crawford, 2008), and just simply because justice matters (Horn et al., 2010).

Social justice for ELLs is the creation of environments for equal opportunity and fairness for students' learning and educational level accommodations (Mahoney, 2017). Although social justice sets the stage for equal opportunity in the classroom, it also has been the means of arguments or requests for acknowledgment by the visible Lesbian, Gay, Bisexual, and Transgender (LGBT) community members' identity (Wadell, Frei, & Martin, 2012), exceptional students and families for inclusion, grassroots for students' assessment (Mahoney, 2017), and advocacy and policy implementation (Crawford, 2008) among others. Social justice has been the cry of the many voices that call for justice, fairness, recognition, acceptance, participation, inclusion, human rights, and the common-good of many communities, ELL children and families

in the classroom (Hess et al., 2006; Horn et al., 2010; Mahoney, 2017; Wadell et al., 2012). It is about being conscience and intentional while transforming policies, education, the classroom environment, families, communities, and the social systems for better ziticenship (Freire, 2000).

Education and Language Policies

The basis for educational and language policies are centered on the need of the ELLs for learning, acquiring, and becoming proficient in the English language, the major language of the United States Nation. The load of the educational/English language policies rest on the TESOL professionals due to the need for understanding of the impact of English as a global language for education and instruction in educational systems, not just in the United States, but around the world (Nunan, 2003). Until recently, primarily local school boards controlled the educational and language policies. In the early 1980s, however, states began to influence the process of educational policy making. Today, the federal government is interacting through acts like NCLB. This interaction may be through legislations or mandated by the court decisions. The main idea is to determine how languages are used, maintained, and prioritized, establishing the right for individuals and groups to be partakers of language use and cultivation (Jacobsen & Saultz?, 2012). Nunan (2003) argues that government and ministries of education are "framing policies and implementing practices in the language area without adequately considering the implications of such policies and practices on the life of the teacher and student they affect" (p. 591). Therefore, it will be wise for ELL/TESOL teachers to be aware of such policies.

Educational and language policies are about the right for participation and ensuring equal opportunity for all humans in the eye of the law (such as the Equal Education Opportunity Act of 1974), and yet often policies are blind to individuals and groups differences, diverse social groups histories. Some language policies therefore could have negative effects. They risk

particularity, differences, individual and group identity, and social group's history (Ramanathan, 2013). Therefore, the creation of policies that put pressure on diverse groups, "disrespect differences and serve to create context of dis-citizenship" (Ramanathan, 2013, p. 9). These policies may motivate educational activists to create environments for advocacy, activism, and building communal power for changes in order to denounce inequities and provide a voice against economic disadvantages. Although the main focus educational and language policies may be directed to the creation of balances of the use of languages, these policies may become the vehicle that transports humans to better selves (Ramanathan, 2013).

The NCLB Act. The NCLB Act of 2002 was approved by the House of Congress of the United States on Thursday December 13th, 2001 and signed by President George W. Bush on January 8th, 2002. Lagaña-Riordan and Aguilar (2009) argue that the Act reauthorizes support for standard-based education for disadvantaged students. Truly the NCLB is a reauthorization of the Elementary and Secondary Act of 1965 and is a repeal of the Bilingual Education Act (Baker, 2011; Lagaña-Roirdan & Agilar, 2009). This Act involves a vast amount of accountability for states, districts, and schools for the academic performance and development of the English language of the ELLs. It requires: (1) academic standards for content based where English education, must develop; (2) annual assessments to measure English progress; (3) annual testing in grades 3 to 8 and high school on reading and mathematics standards; (4) yearly progress to ensure that students pass state standards-based test by 2014; (5) the certainty that ELLs make yearly progress in learning English; and (6) an implantation of a system with severe sanction for schools or district with groups of students who fail to make academic yearly progress for two year in a row (Baker, 2011; Lagaña-Roirdan & Agilar, 2009).

The NCLB Act oversights those ELL students in order for them to reach their full potential, creating a balance between non-ELLs and ELLs, and pathways for educational inclusion (Menken, 2005). Unfortunately, researchers have shown that the NCLB has not motivated educational administrators and teacher educators to provide the attention that would benefit these ELL students. On the contrary, it has been a burden and placed too much stress on teacher educators by not taking into account levels of poverty, lack of opportunities, and social inequality (Baker, 2011) and emotional and risk factors that affects the students' life and educational performance (Lagaña-Roirdan & Agilar, 2009).

Lagaña-Riordan and Aguilar (2009) point out that NCLB lacks addressing the visible barriers of children living in poverty and oppression. It does not underline community differences, issues related to multiculturalism, and diversity. The reality of the community influence in the academic success of the children is not seeing NCLB. It seems to indicate that NCLB places too much emphasis on llanguage development and race, up to the point that it has obscured poverty, personal, and family characteristics as a risk factor in education. Finally, NCLB does little for students with mental health issues; test scores are not interpreted by considering student situation and family characteristics, and/or school environment. Therefore, it seems to indicate that the key element to find justice in the NCLB Act is accountability, which cannot take place without valid assessments and reasonable expectations (Mahoney, 2017; Menken, 2010). These facts serve as inspiration for educators to advocate – reconciling the student's needs, policies, and the deficiencies within, with their grassroots/ identity of education (Lagaña-Riordan & Aguilar, 2009).

Language laws and policies for ELLs. The scenario for language policies for ELLs has been filled with events in history, years of policy revision, transition, and/or amendments. They

have included the participation of students, parents or relatives, teachers, school administrators,

community members, businesses, politicians, the court system in the states and federal level, and

above all, money, the stimulus funding for education (Baker, 2011). The battle for language

diversity in view to create and develop these policies have been active since the mid 1700s, when

"the Californian legislation mandated English only instruction in 1855" (Baker, 2011, p. 184).

Since then, there have been multiple events in history in the United States legislation, which

litigates affecting the education of ELLs or their bilingual education. Among these events or

policies are: the Nationality Act (1906), which requires immigrants to speak English to become

naturalized; the Amendment to the Nationality Act (1950), which refers to the requirement of

English literacy for naturalization; the National Defense Educational Act (1958), which promotes

English language learning; Immigration and Nationality Act (1965), the promotion for the

expansion of immigration; the Elementary and Secondary Educational Act (ESEA) (1965), funds

assigned to meet the need of education for disadvantages students; the Title VII Bilingual

Educational Act in1968 (which was an amendment to the ESEA), for the provision of funding

for program to students who do not speak English and were economically poor; the

Reauthorization of Bilingual Education Act Title VII of ESEA (1978), in which the term ELP

was introduced, replacing limited English speaking (LES); the Reauthorization of Bilingual

Education Act Title VII of ESEA (1984), which allocate funding for special alternative English-

only (1988), which 25 percent of the funding were made available for alternative instructional

programs, and (1994), which funded a dual language programs that include English speakers and

programs that support Native American language; and the NCLB of 2002 (which is a

reauthorization of the Elementary and Secondary Act of 1965 and repeal of the Bilingual Act).

This final policy mandates for accountability through high-stakes testing in content areas of English proficiency (Baker, 2012; Crawford, 2008; Mahoney, 2017).

Certainly, it has been impossible for some writes to talk about language policies without first addressing the history of bilingual education in the United States (Baker, 2012; Crawford, 2012). Similarly, it is impossible for these scholars to talk about social justice, activism, and advocacy without ardently speaking about how those policies, created by the proponents of an English-only ideology, have only served to deprive the language minorities of some of the most basic freedoms, among them, the freedom of speech, because of who they are or where they are in their educational journey (Crawford, 2008; Duquette et al., 2011). The perception of bilingualism is at the center of those language policies aimed at the ELLs whose only motivation is that to belong to the general population (Duquette et al., 2011).

New York State policy for ELLs. Recently, the vast majority of policies for ELLs in New York State are anchored in NCLB and focus two major groups of the general population, ELLs and students with learning disabilities (Samson and Collins, 2012). In addition, these policies address the need of ELLs for education, language learning, acquisition, and proficiency together with educational assessments and yearly students' progress as a matter of teaching/educational accountability (Menken, 2010; Mahoney, 2017). This fact has caused a great impact in states such as California, Florida, Massachusetts, New York, and Texas do to the large proportion of ELLs. According to the Unites States department of education, National Center for Educational Statistics, in 2009, the total population of students in the public schools in New York State was 2,766,052, in which 7 percent comprise the total number of ELLs.

Recently, there have been various amendments to the Commissioner's Regulation (CR) Part 154, one of the main policies that ensure equal educational opportunity for ELLs. On

September 15, 2014 the Board of Regents amended Part 154 into Subparts: Subpart 154-1, which

describe the changes in terminology beginning for the school year 2015-2016; Subpart 154-2,

requirements for schools and school district beginning at the school year 2015-2016; and

Proposed Subpart 154-3, which if it is adopted by the CR (1) will establish ELL Identification

criteria for students with disability, and (2) ELL exit process and criteria for eligible Students

with a Disability. Presently, these CR Part 154 deal with issues related to ELL identification;

parents notification and information; retention of records; ELL program placement; program

requirements; provision of programs; grade span; program continuity; Students with Disabilities;

ELL exit criteria; intervention support for ELL; former ELL programs; graduation requirement;

professional development; citification; and school district planning and reporting requirements

(Samson & Collins, 2012).

Therefore, major attention has been made by some scholars about the New York State

policies, which in turn call for advocacy on the way of teaching ELLs. This is in order to fulfill

the need of ELL student because of the high-stakes that accompany the NCLB and other

regulations such as the CR Part 154. Scholars insist that teachers have been force to "teach to

the test" in order to be accountable to their superiors, state, and government for their student

education (Menken, 2010). Based on a research findings on 10 New York City public high

schools, Menken (2010) concluded that policy has major impact in the way teachers have been

modifying curriculums, lesson plans, and their way of teaching, increasing the amount of English

and native language instruction for test preparation, and that curriculum and instruction have

based more in English language art.

Advocacy and Activism

While there are scholars who believe that it is unfair to ask educators to participate in activism and advocating for education (Crawford, 2008), although it is beneficial to join groups, such as the National Association of Bilingual Education (NABE), there are those who, certainly, believe that teacher must participate in activism (Broughton & Putney, 2011; Crawford, 2012; Picower, 2012). It is unfair because educators may be overstressed and underpaid. Therefore, if ELL teachers participate in activism, it may be a distraction from their classroom duties. Activism is about commitment (Picower, 2012). This commitment is centered in leadership development, which in turn unites advocators for a common cause. A common cause in ELL education may be, for example, academic achievement (Broughton & Putney, 2011). Therefore, activism for ELL teachers should be visionary for social justice on the face of injustices that may lead to students' failure. Advocacy and activism take place when ELL teachers put of their effort toward the creation of liberatory spaces for their students and family (Picower, 2012).

Culturally-relevant pedagogy. Since the early 1900's, Ladson-Billings (1995), describes a pedagogy which she identifies as *culturally relevant*, or a link between school and culture and the impact in African-American educational success; culturally competency; and critical consciousness. Ladson-Billings has exposed that having sociopolitical consciousness in education is good teaching. She argues that students must develop this kind of consciousness in order "to critique cultural norms, values, mores and institutions that produce and maintain social inequities" (Larson-Billings, 1995, p. 162). This is what McKenzie et al. (2014) has offered as part of the definition for social justice or social justice leadership, "the link of justice with academic achievement, critical consciousness, and inclusive practice" (p. 116). It is what Hawkins (2011) has been suggesting; that "those who focus on culturally and linguistically

responsive pedagogies attend to the inequities between what learners bring to school", a balance

of the values between in school and out of school, and the bridging of such difference in a just

way (p. 104). As these scholars highlight, it is highlighted by these scholars, in order for

students, teachers, and education administrators to critically analyze the society in which they

live and engage in the world and with others, a culturally relevant pedagogy matters. The

argument of Larson-Billings (1995) is evidenced by the reality of out-of-date textbooks in the

classroom, a lack of social action curricula being used, and teachers without a social justice focus

in their teaching style.

Social Justice in the Classroom

Social justice in the classroom is linked with academic achievement (test scores), critical

consciousness (when issues of race, class, gender, disability, sexual orientation and other are the

center of advocacy of the educational leaders), and inclusive educational practices, which mean

the inclusion of students with disabilities, ELLs, and other historically, marginalized students

(McKenzie et al., 2008). It is a driving force for bettering the instruction of ELL students. It is

meaningful, inclusive, and culturally based, where students receive services and language

support, and are honored for who they are or where they are in their journey of life and education

(Hawkins, 2011). It is also a foundation for teaching EB students (Mahoney, 2017), and the

means for the recognition of human rights (Horn et al., 2010). In the ESL classroom, it exists

when all administrators, teachers, and teacher educators share common teaching strategies,

therefore providing equitable support and treatment, and share community resources for students

and family members (Crawford, 2008; Hawkins, 2011; Mahoney, 2017). Under the condition of

social justice teaching, students are not being discriminated against. The learning environment is

open and affirming to gender, sexuality, sexual orientation, religion, politics, age, ethnicity, (dis)

ability, location, social class, belief, socio-economic conditions, and characteristics that

underline their background or community membership (Crawford, 2008, Hawkins, 2011). It is

recommended that ESL teachers use social language terminology in the classroom in order to

infuse social justice approaches in their teaching (Hawkins, 2011). The use of terminology is

also beneficial for the identification of the student participants; for example, ELLs that in fact are

EB (Reyes & Crawford, 2008).

In the United States, there have been reports that lack the vision of the social justice

driven education above described. Public schools have not change their purpose since their

conception and do not include education based on advocacy for social concern. This is that

"students continue to be educated to accept ideologies that serve the need of the dominant class"

(Davila & Bradley, 2010, p. 39). Students of color, especially Latino/a continue to struggle for

educational equity. While some schools affirm the inclusion of the life experiences, culture, and

history of the students they serve, the vast majority of the public schools have failed in

performing the task. Furthermore, policies addressing cultural curricula inclusion and bilingual

education have not been observed.

There is a lack of early childhood education for Latino families, overcrowding of Latino

schools, lack of Latino teacher and educational administrators. In other words, schools are not

providing opportunities for the creation of teaching environments for social justice in the

classrooms (Davila & Bradley, 2010). On the other hand, at it has been stated, the argument of

Larson-Billings (1995) about use of out of date textbooks in the classroom, a lack of social

action curriculums, and teachers without a social justice focus on their teaching style has been

blocking the vision of social justice in the classrooms.

The ESL teacher's identity. The teacher identity has to do with what the teacher is

known or wants to be known for. It has to do with how the observers view or can extract from

the teacher actions. This is why the scenario for the teacher identity may be controversial,

confusing, and complicated. Now, in order to approach the subject in a way to bring clarity and

present it in a convincing framework, scholars have to articulate various theoretical perspectives.

For example, Varghese, Morgan, Johnston & Johnson (2009) interlinked three different theories

in order to investigate in a substantial way aspect related to the teacher's identity. These aspects

include: the social identity theory of Tajfel; Lave and Wenger's situated learning theory; and

Simon's concept of the image-text theory. The first points out to "identity based on social

categories created by society" (p. 25). This is where individuals construct their identities from

the social atmosphere in which they participate. The second takes its shape through situated

learning environments, as a process of developing as part of a community of practice. This is to

say that if a teacher is continually involved with other bilingual teachers, sooner or later she/he

will be identified as a bilingual teacher. The third aspect of building the teacher's identity is

known as *identity as pedagogy*, which promotes identity as a form of pedagogy. This one is

known for self-reflection and gaining insights from the perspective of what others perceive for

oneself, in this case an image-text – and how these perceptions link the environment of the

classroom with the type of learning within (Varghese et al., 2009).

Other studies have shown that the identity of the teacher may be seen or unseen based on

collective classroom efficacy, the situated learning environment (Broughton & Putney, 2011;

Varghese et al., 2009). Collectivity, group work, community, collaboration, motivation, power,

interaction, efficacy, advocacy, and activism are some of the words that underline the ESL

teacher's identity as visionary for a social justice setting (Broughton & Putney, 2011). When

teachers allow students to work independently and they begin to interact with one another in classroom activities, such actions may be considered by others as collective efficacy, the goals of a group, which in turn empowers the vision of the teacher as community organizer and/ or leadership developer. In other words, the teacher becomes to be known as visionary for social justice and/or community organizers because of their situated place of teaching, curriculum units, lesson plans, socialization with the students, and a teaching practice that promotes a vision for social justice (Broughton & Putney, 2011; Varghese et al., 2009).

Teachers as changing agents. The teacher as a changing agent is a subject that has been scoped from different perspectives and times in history by considering their preparation programs, curriculum units, their performance in the classrooms, and influence within their respective communities (Briscoe, Arriaza, & Henze, 2009; Fullan, 1993). Going back to the early 1990s, for example, the teachers as changing agents subject has been articulated with their commitment for education and allies to the community (Fullan, 1993). Now, about twenty years later, the subject still has been studied, creating conscience while linking the teacher work's performance with socio-cultural issues that oppress students and family (Briscoe et al., 2009). Scholars have concluded that teachers as changing agents are those who know what to change and how to proceed toward such changes. In other words, teachers as agents of change are those who know the purpose of why they are teachers in the first place (Fullan, 1993) and have initiative for advocacy in a written and oral form as a social practice, in view to create just and open educational environments and opportunities for student's liberation and transformation (Briscoe et al. (2009). Therefore, it is stated that these teachers do not expect that the education faculty or the school system personnel advocate things for them if they are not willing to participate in the needed advocacy and activism for changes to take place (Fullan, 1993).

This is to say that being a changing agent is about linking or combining the moral

purpose of teaching with the tools needed for producing changes (Fullan, 1993) and introducing

language as a form of social interaction (practice) to communicate realities that need

improvements or changes. In other words, the teacher as an agent of change finds strategies to

link language with power to change what may be seen as unchangeable. The language as a form

of social practice is known by (Briscoe et al. 2009) as critical discourse analysis and critical

language awareness. Based on this information, two key words for describing a teacher as

changing agent are *linking and commitment.* If this is true, then, changing agents link their

classroom education to the social concerns (Briscoe et al. 2009), and make commitments to deal

with students and/or private personal issues as well as advocating – diminishing social pressure

and maintaining educational and communal values (Fullan, 1993).

The classroom, a place for liberation and transformation. One of the most powerful

views about the classroom as a place for liberation and transformation is the one presented by

Freire throughout The Pedagogy of the Oppressed. Although, one cannot left behind the views

presented hereafter. Freire sustains that it is in the classroom that liberation takes place, for both,

the oppressor and the oppressed ones. On one hand, the oppressor must rethink. This is, by

having a clear conscience about the ways in which their actions may be oppressing others. The

oppressed, on the other hand, must regain their sense of humanity in this world and society,

which in turns will contribute to their liberation (Freire, 2000).

Now, while the classrooms have been viewed, simply, as places to allow learning to take

place (Putney, 2007), scholars have understood the need of expanding such view, which is what

Freire had exposed earlier. The classroom is the ideal place for teachers and students to establish

relationships and obtain leadership training. They are where teachers and students learn, acquire

skills and knowledge, and develop, progressing from the bottom up, educational sociocultural interlinking strategies (Renshaw, 2007). Classrooms are communities of practice in which students and teachers, through a relational experience, link human action with social context (Putney, 2007). Two meaningful works have enlightened the view of the teachers as the key professionals empowering youth – creating opportunities and developing leadership. First, by considering the Vygotskian perspective, Putney (2007) highlights what should be happening in the classroom while students and teacher engage in education. After finding through an ethnographical research how classroom management and discursive practices serve as cultural resources, Putney (2007) sustains that teachers should, intentionally, be constructing inclusive learning environments in which students are held accountable for self- governance and collective participation. This is in view to establish student/ teacher responsibility as citizens or members of a particular community. In other words, classrooms should be inclusive and welcoming environments, where the teacher creates opportunities for learning, for individuals' empowerment and the collective empowerment in which participants work together solving problems that otherwise could not be solved by themselves. In this perspective, teacher's classroom management or discourse creates opportunities for participants' identity and cultural resources (Putney, 2007). On the other hand what happens in the classrooms has been seeing by Baker, 2011 as the difference of teaching language and teaching through language. This is in order to create a balance between language learning, acquisition, and proficiency and acquiring social awareness growth and interaction through language, which can happen in the classroom. This is known in the United States as *content-based second language instruction*, and in Europe as *content language and integrated learning* (Baker, 20011).

Renshaw (2007) underlines Bakhtin's notion of time and space, and sheds light on events that could be happening in the classrooms. This is by considering the participants' past and present experiences, which in turn create opportunities for the future. By examining researchers' works about 'telling cases' for classroom pedagogies and participants identities, which in turn creates ground for cultural learning, Renshaw (2007) underlines that the present time and space of the student in the classroom is transitory for the development of repertories and dispositions for future challenges and uncertainties. Their time in the classrooms is for learning, development, and to make them visible characters with new social identities and relationships with peers and educators. In other words, the view of notion of time and space presented here is about establishing social bonds between students, teachers, and a community of belonging. Therefore, a conclusion from these two researchers can be drawn by stating that classrooms are inclusive, welcoming, and relational environments in which individual and collective interaction in learning and development occur at a specific time and space. It is where past and present experiences shape the participants and community members for coming challenges (Putney, 2007; Renshaw, 2007).

Ensuring Social Justice Oriented Schooling

Being culturally relevant and committed to collectivity academically, culturally, and consciously (Ladson-Billings, 2001), articulating social language/ terminology in the classroom (Hawkins, 2011), and advocating for ELL students and families (Crawford, 2008) are some meaningful ways to ensure social justice oriented schooling. This kind of schooling must not be implemented with the intention to take away academic skills from students. It must be understandable that "all students need literacy, numeracy, technological, social, and political skills in order to be active participants in democracy" (Ladson-Billings, 2001, p. 160). Culture

must be the vehicle that drives students' learning. But most essential is a sociopolitical

consciousness that enables students to articulate cultural norms and values with their learning in

classes (Ladson-Billings 2010). Therefore, the following curriculum unit is a resource for

teaching social justice.

Methodology

Step One: Self-Examination/Self Interest

Looking back into the educational journey at the University of New York, SUNY

Fredonia, José A. Claudio, here after called, the researcher/principal investigator, examined the

psychology of education, which he initiated during the EDU-518 course, Second Language

Acquisition and Development, faith work and ministerial journey, as an Ordained Minister in a

Christian denomination, and his involvement in the Western New York Community, as

Community Organizer. This examination was done in order to obtain a clear vision and

conscience of what he was about to research. After such careful examination, the researcher

concluded that social justice within education could be an interesting subject to investigate. His

curiosity was based on his experience, advocating for injustices in the public arena. While being

in the front line of communal advocacy, especially for education, the investigator has noticed the

lack of presence and voices of teachers, and/or educational administrators in the community

actions and activism against the injustices that many communities face today. Therefore, the

principal investigator create curriculum to support a new way of teaching, teaching for change.

While participating in community organizing training, locally and nationally, the

principal investigator has learned to have a clear vision of his personal self-interests. He is

known as a person who advocates against social injustices. His first acknowledgeable advocacy

experience was born when he was finishing the Master Degree program at Colgate Rochester

Croser Divinity School in Rochester, New York in 2010. During the last year of seminary,

which also was the year of his ministerial internship, he opted to perform it in Pilgrim St Luke's

UCC at Buffalo, New York. This is an Open and Affirming, English speaking church in which

the Lesbian, Gay, Bisexual, and Transgender (LGBT) community is welcome to worship. Due to

the fact that there were no Spanish speaking open and affirming congregation in the Western

New York area, the administration hired the principal investigator as a Church Planter. Now,

under the principal investigator's leadership, the first open and affirming Hispanic UCC Church

was created in the Western New York arena. This church is known as El Nuevo Camino (the

new way) (http://www.pslucc.org/).

The principal investigator has also participated in community actions and public

speaking community advocacy, persuading politician and lawmaker to consider oppressing facts

and opportunities for change improvements and/or liberation. For example, in 2011 there were

rumors in Buffalo, New York that some of the public schools were about to close and the

students needed to be spread to other school in the area. This news was concerning the

administrator, teachers, teacher educators, students and parents of Lafayette High School, where

the majority of ELL students were present. In those days, Grover Cleveland High School,

considered by many the school with the largest presence of ELLs was recently closed. The

majority of the students were sent to Lafayette and some other to the suburbs. Now, Lafayette

was the school next in line to be closed. Therefore, the school principal, some teachers, students

and parents, together with VOICE Buffalo, an activist organization in which the researcher used

to participate (http://www.voice-buffalo.org), began gathering people, money and other

resources to advocate against the closing of the school and envision the most beneficial

strategists for the future of Lafayette. To make the story short, a public action was conducted

under the leadership of VOICE in Lafayette premises; politicians, school administrators,

lawmakers, students, parents, and community members were invited. The researcher, who also

is an Ordained Minister within the United Church of Christ (UCC), was invited to speak. After

some other meetings and negotiations with the Buffalo Board of education, a decision was made

to keep Lafayette open.

      In the National arena with the Gamaliel Foundation – a national faith based organization which train community and faith leaders to build political power (http://www.gamaliel.org), the principal investigator participated, non-violently, in the front line in St. Louis, Missouri, and Chicago, Illinois. In St. Louis he was present and his voice was heard for fairness in train transportation. In Chicago, there was a need for a bus stop in front of an elderly building. The nearest bus stop to the mentioned building was located in a very busy intersection. Once in that bus stop, the elderly had to cross such intersection, which was a dangerous action to get to their homes. The public advocacy/action was made to alert the politicians and transportation lawmakers to act diligently, and create a new bus stop more beneficial for the elderly. The funny and smart strategy of the advocators/community organizers was that all the invited parties traveled in buses, and stopped in that busy intersection to walk to the elderly building. They, momentarily, experienced the pain, suffering, and frustrations that those oppressed elders would suffer daily. As a result, that day, the politicians and lawmakers committed themselves to create the new bus stop right in front of the mentioned building. Therefore, relying in these advocacy experiences the principal investigator still motivated and passionate for social justice; this time, to research new ways while educating the oppressed and non-oppressed ones. This reflection led him to the topic of creating curriculum to support a classroom focusing on social justice.

Step Two: Reviewing the Literature

      The review of literature began to take its strengthen while the principal investigator was taking Educational Research, EDU-570. Here, the professor introduced the class to technologies and techniques for perform a research – how to find articles, key words, and above all, navigating through ERIC, the principle database of the university. With this in mind, the

principal investigator began to research the database and use the interlibrary loan to obtain

articles, but his main resources were at hand – the books from other courses taken during the

TESOL master degree program (please see the reference section). In other words, the researcher

was implementing what he has been learning, in the above-mentioned program, into the review

of literature.

The moment for more intensive research came to the principal investigator while

participating in EDU-660, Conducting Educational Research. Here, the principal investigator

furthered his vision to social justice for English Language Learners (ELLs) - the classrooms,

teachers, and/or educational facilitators. There have been questions in the mind of the researcher

that have caused anger, a good anger – an anger that motivated him to research the subject more

intensively. What has excluded the presence of educators, public educators, while community

action is taking place? Why is it so difficult to hear their voices in the public arena?

The main interest for the principal investigator was to perform a qualitative research, a

research that would base his investigation on interviews and observations. Unfortunately, the

researcher was passing through some hardship moments – financial oppressions, conjugal and

transportation difficulties – that in turn, forced him to drop out of his educational journey

temporarily.

Step Three: Return to College

Two years passed, and the researcher enrolled into EDU 690, The Master Thesis. This is

where the researcher found out that a qualitative research – interviews and observations – could

not be done in the Spring 2017 semester. Due to the short timeline to fulfill all the requirements

to perform the mentioned research – the Human Subjects Review (HSR) form, which documents

authorization for the performance of the qualitative research, needed to be approved while

presenting his proposal in EDU 660 – and guided by his advising professor, the researcher

changed his strategy for the research into curriculum development; this curriculum development

focused on incorporating principles of social justice into the classroom.

Step Four: Critical Theory Empowerment

When the advising professor and the researcher agreed to pursue a curriculum

investigation and presentation, the name Dr. Paulo Freire came into the scenario. The researcher

began investigating Freire's work diligently. Two main written material called the researcher's

attention– the book, The Pedagogy of the Oppressed, and the quotes used by Freire, especially,

"Washing one's hands of the conflict between the powerful and the powerless means to side with

the powerful, not to be neutral" (Freire, 1985, p. 122). This quote inspired the researcher to not

ignore the problems presented at the beginning of this research study, to not be neutral, to stay

away from the comfort zone – without introducing social justice principles into education,

specifically, the classroom, and, practice justice within education.

Step Five: Websites Motivation

The researcher's inspiration continued when his advisor suggested the following two

links: http://www.radicalmath.org/ (about Radical Math), and

http://www.rethinkingschools.org/index.shtml (Rethinking Schools). Various topics called the

attention of the researcher while navigating through both – immigration, citizenship,

transportation, but above all, education. When the researcher "clicked" on the education tab, the

first subject that appeared was "Teacher for a Change", what the researcher was investigating

about! The websites are about ideas for teaching, teaching materials, and future educational

conferences, but they were the final "spark" for the motivation of the researcher to target his

investigation.

Step Six: Teaching for a Change

The researcher further narrowed his topic to focus the curriculum on teaching for change. Teaching for a change is all about bringing the social justice language, needs assessment, struggles, oppressions, concerns, and all kind of injustices that are happening in different communities, into the classrooms. Teaching for a change is what this curriculum is about! It is about immigration policies injustice, transportation improvements, community services, benefits, unemployment, imprisonments, politics, religion, and health, among others. It is about bringing the communities into the classrooms along with teachers, students and all education related personnel into a non-violent battle against injustice. In this project, it is the hope of the researcher to "agitate" the readers, especially teachers, to enter into advocacy action through what they can do best, teaching.

Step Seven: The Curriculum Framework

The curriculum framework began formatting while the researcher was participating in the course EDU-519. This was at the beginning of December 2013. In those days (December 5th), the death of one of the greatest world activist, Nelson Rolihlahla Mandela was being announced throughout the media. Sad for the loss, but the researcher perceived it as an opportunity to create curriculum with meaningful social justice content and language objectives. Therefore, Mandela and other social justice activists became the main character in the researcher's curriculum creation. Later, and guided by his advising professor Dr. Kate Mahoney, the researcher included the four other activists highlighted: Mahatma Gandhi, Martin Luther King, Jr., Cesar Chavez, and Maya Angelou. In this fashion, the researcher thought that he would present curriculum

enriched with culture, justice, organizing academic language, civil rights, democracy, fairness,

and common-good; but above all, with opportunities for the liberation of the oppressing minds

and the oppressed students. What follows is the actual curriculum:

(School Name)   **Intermediate ESL Grades 9th -12th**

Unit 1: Leadership				
Essential Question: What is social Justice?	**Guiding Questions:** (1) Name two effective leaders in your community. (2) What characteristics make them effective leaders? (3) Name two effective world leaders. (4) What characteristics make them effective leaders? (5) What leading characteristics do leaders who have successfully made social changes in their countries share?			
Topics	**NYS ELA & Literacy Common Core Standards**	**Academic and Social Language**	**Learning and Teaching Strategies**	**Language Structure**
Leaders for All Times: Nelson Mandela, Mahatma Gandhi, Martin Luther King, Jr., Cesar Chavez, and Maya Angelou	***ELA.RL.9-10.11*** Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. ***ELA.RI.9-10.7*** Analyze various accounts of a subject told in different mediums (e.g., a person's	Planning a presentation - Group ideas or objects according to their characteristics Describe features Read and discuss an article from the local or national newspaper about world leaders (identify main ideas)	Activate prior knowledge; One-on-one communication; organizing/ grouping; vocabulary	Word structure – prefix & suffix; Verbs Identification; nouns – common/ proper; direct object pronouns

	life story in both print and multimedia), determining which details are emphasized in each account.			
People of Power	***ELA.RI.9-10.7*** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ***ELA.RI.9-10.8*** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Characteristics of a leader; world leaders Describe similarities and differences Students will do an I-Search on world activists leadership qualities.	Activate prior knowledge; Group/Classify; Personalize/ Contextualize Imagery Directed Attention	Third person point of view. Third person pronoun identificati on – singular and plural.
World leaders' Stories	***ELA.RI.9-10.7*** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are	Students will read world leaders biographies and view film clips on their life. Share knowledge about them,	Activate prior knowledge Predict Use resources Writing journal responses	Identify verbs and their tense: present/ past future.

	emphasized in each account. ***ELA.SL.9-10.4*** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	and Read aloud to understand		
Suggested Activities	• Picture identification • Videos • Journal Writing • "cut and paste" • Web wall • Groups: Think-Pair-Share • scavenger hunt • Parent and community involvement			

Objectives	• Students will be able to:
	    ○ Identify the qualities of an effective leader.
	    ○ Provide examples of effective community and world leaders.
	    ○ Analyze the work of effective community and world leaders to find common characteristics.
	    ○ Assess how effective leaders can create change in their communities and the world.
	Use media resources to learn about world leaders, their work, and world or community changes.			

Gathering curriculum materials. The curriculum materials include: local newspapers;

(Celce, 2001); (Hyams & Rodman, 2003); the electronic media, www.esl-lounge.com and

www.a4esl.org and (Lennon & Moore, 1995). Since this unit is practically focused on recent

world or community events (such as Nelson Mandela and other community activists, immigration, Child Labor, Environmental Issues, and/or Teenage Job Issues; and the researcher's interest is underlined by education advocacy), the daily newspaper is considered as the main periodical information that overflows the curriculum, together with the electronic media mentioned above. (Lennon & Moore, 1995) serves as a guide to the students to integrate personal or family information, study and work experience, and achievements, while practicing writing, reading comprehension, and establishing connections to the world. (Celce, 2001) – a strategy book, may help the teacher to implement content and language concepts in the classroom. And (Hyams &Rodman, 2003), a text book was used to bring students into a contextual setting, engage in conversation, and practical exercises. These study materials may be great tools to empower students while learning and becoming family and community leaders.

Curriculum essential question and guiding questions.

The focus in this curriculum is centered in those individuals that in one way or another inspired and led communities to create changes in society. Therefore, the essential question is: What is social justice?   Other questions to drive the curriculum lessons are:

1. Name two effective leaders in your community.

2. What characteristics make them effective leaders?

3. Name two effective world leaders.

4. What characteristics make them effective leaders?

5. What characteristics do leaders who have successfully made social changes in their
    countries share?

Curriculum suggested activities.

The activities projected for this unit come accompanied by organizing and advocating vocabulary (emphasizing on academic language); one-on-one communication – to help students participate in conversation (Interacting Hypothesis) (Wright, 2010, p. 40) and to build student, teacher, parent, and community relationships; electronic media and devices; group work; and the use of graphic organizers to assist students with vocabulary and organization tasks. Through these activities, the students will have opportunities to practice English as a second language (ESL) and explore the values of the ESL program in the context of different areas of study.

Curriculum Objectives.

The main objectives for this unit reflect key points for understanding about leadership, applying knowledge and language of community organizing, justice, inclusivity, strategies to build educational and community power, and use all of the media resources available to strengthen individuals and groups in the subject studied, social justice.

Assessment.

The development of the assessment for this unit is with the intention to provide feedback instruction, and at the same time to give the students a second chance to demonstrate their improvement of instruction while learning through an alternative summative assessment. On the other hand, the variety of formative assessments for this unit create a meaningful source of information for teachers to help them identify what they taught well and what they need to improve or readdress in their teaching tasks.

The assessments for this unit include: a portfolio – a selective collection of student work, including teacher observations and self-assessment – quizzes, tests, writing assignments, and other formative assessments that teachers administer on a regular basis in their classrooms as they teach the content matter – quick responses through exit tickets, thumbs up, thumbs down,

show of hands, etc. These assessments are directly related to classroom instruction and could be

used as tools for accountability. Also, as a teacher, one has the opportunity to align the

mentioned assessments to the learning goals and district standards.

Step Eight: The Lesson Plans

The primary audiences, participants, for these lesson plans are intermediate students in

grades 9 to 12. The topics chose, intentionally, included civil rights and world and community

leaders as topics of interest, which in turn introduce the social justice language and conscience.

Each of the following plans will include content and language objectives, focus on the idea of

social justice within the material to be taught; and the targeted language-organizing, advocacy,

activism, and social justice as a whole. As a content objective, students will be able to define

social justice. The language objectives will drive students to experience and use new vocabulary

terms to improve their second language, English.

The lesson plans include:

- Lesson number

- Dates and time frames for the lessons

- Themes and topics

- New York State and Common Core Standards for the areas of study

- Classroom environment and participant audience description

- Content and language objectives

- Key vocabulary, resources, and supplementary materials

- Building background description

- Activities to investigate previous knowledge (for example, bell ringer)

- Meaningful activities to discover new knowledge

- Special notes and comments

- Check for understanding

- Use of worksheets (attachments or Appendixes)

- Exit slip

Step Nine: Identifying Limitation

One of the greatest limitations in this curriculum is that all of the community organizers and activists presented are no longer living. There could not be physical interaction, but what the media provided. Also, the language used in the written material for the lessons is primarily English for ELL students. Those students who are not proficient in English are at a disadvantage. Although, there may be written and electronic material in Spanish that the student, together with the instructor, alone or with the help of parent/relative can research in order to use his/her native language. It is suggested by the researcher that the users of this curriculum allow ELLs to use their primary language (L1) as needed to accomplish the tasks and gain an understanding of the topic at hand.

Results

Day 1: Introduction to Social Justice Vocabulary
Length: 42 minutes

Learning Objectives	**Content Objectives:** • Students will be able to define social justice vocabulary and apply it to a description of an individual in their community using Martin Luther King, Jr. as a reference. **Language Objectives:** • Students will be able to use the new vocabulary terms to further their communicative competency of the English language through reading, listening, reading and writing. • Students will be able to improve their listening, reading, and writing comprehension as they apply the use of this newly learned vocabulary concept.
NYS Common Core Learning Standards (CCLS)	**English Language Arts & Literacy CCLS:** **CCLS.SL.9-10.6** *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.* **CCLS.L. 9-10.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* **CCLS.L.9-10.4** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.* **CCLS.L.9-10.6** *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **NYS Reading Standards for Literacy in History/Social Studies:** 1. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
United States History and Government Key Ideas	**NYS Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO** **11.10a** *After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of*

	individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. **11.10b** *Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.*
Essential Questions	1. What is social justice? 2. Who were key figures in the social justice movement? 3. How does social justice exist today in my community?
Procedures	Bell Ringer #1 (5 minutes) – Given the excerpt of Martin Luther King Jr.'s "I have a dream" speech: highlight words you do not know. Use the dictionary to find the definition of 3 words that you do not know. Meaningful Activity #1 (10 minutes) – "Unknown Words" With you partner, discuss the three words you did not know and answer the following question: What did Martin Luther King Jr. mean when he used the word _____? Give a sentence for each word. (Record you answers in the handout) Direct Instruction: "I do" (12 minutes) Students will watch the "I have a dream speech" http://www.teachertube.com/video/mlk-i-have-a-dream-speech-20916 and take notes on their handout. They will note information stated or seen in the video, take note of the time and jot down their thoughts. Meaningful Activity #2 "We do" – "Social Justice through Martin Luther King, Jr." (12 minutes) Students will be grouped into groups of 4 and assigned a role: facilitator, reader, quality control, and spokesperson. In their groups, students will discuss the notes from the video to answer the following questions: 1. Where did the speech take place? 2. What was the audience's response to the words of Dr. Martin Luther King, Jr.? 3. What phrases stuck out from his speech? 4. How was Dr. Martin Luther King Jr. applying social justice to the issues of his time? As students are in groups, the teacher will walk around assisting students as needed. Students will also be provided sentence-starters as needed, to facilitate the conversation. Students may revert to using the L1 for concepts they cannot yet explain in English. The quality control role will be in charge of ensuring all answers are in English.

Assessment	Exit Slip: "You do" (3 minutes)
	Answer the following question by choosing one of the words from the Bell ringer.
	How did your word relate to what was happening during the Civil Rights movement?
	For example: fatal from the statement "It would be fatal for the nation to overlook the urgency of the moment."
	1. Ignoring race in the times of Dr. Martin Luther King Jr. would be **fatal** for society because it could **kill** the people that were affected by racism.
Homework	Based on today's discussion of Dr. Martin Luther King Jr.'s speech, identify a community leader that reminds you of Dr. Martin Luther King Jr. and explain your choice.

Name: _____   Date: _____

Class Period: _____   English as a Second Language

Bell Ringer: Given the excerpt of Martin Luther King Jr.'s "I have a dream" speech: highlight words you do not know. Use the dictionary to find the definition of 3 words that you do not know.

Unknown Word	Definition

A. <u>Unknown Words</u>: With you partner, discuss the three words you did not know and answer the following question:

   What did Martin Luther King Jr. mean when he used the word _____?

Give a sentence for each word.

Unknown Word	Sentence
1.	
2.	
3.	
4.	
5.	
6.	

B. Video: "I Have a Dream": As you watch the video of the speech, jot down some notes using the graphic organizer below.

Video Title: _____   Date: _____

Information from the video	Time Marker	My thoughts

C. "Social Justice through Martin Luther King, Jr.": discuss the notes from the video to answer the following questions:

1. Where did the speech take place?

2. What was the audience's response to the words of Dr. Martin Luther King, Jr.?

3. What phrases stuck out from his speech?

4. How was Dr. Martin Luther King Jr. applying social justice to the issues of his time?

Exit Slip

Answer the following question by choosing one of the words from the Bell ringer.

How did your word relate to what was happening during the Civil Rights movement?

For example: fatal from the statement "It would be fatal for the nation to overlook the urgency of the moment."

Ignoring race in the times of Dr. Martin Luther King Jr. would be **fatal** for society because it could **kill** the people that were affected by racism.

Your word: _____

Day 2: Social Justice Within Poetry	
Length: 42 minutes	
Learning Objectives	**Content Objectives:** • Students will be able to identify human concerns related to social justice within Maya Agelou's poem. **Language Objectives:** • Students will be able to use the new vocabulary terms through figure of speech to further their communicative competency of the English language through reading, listening, reading and writing. • Students will be able to improve their listening, reading, and writing comprehension while finding meaning to the new vocabulary concept.
NYS Common Core Learning Standards (CCLS)	**English Language Arts & Literacy CCLS:** **CCLS.SL.9-10.3** *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.* **CCLS.L. 9-10.1** *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* a. *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze them..* b. *Analyze nuances in the meaning of words with similar denotations.* **NYS Reading Standards for Literacy in History/Social Studies:** **Integration of knowledge and Ideas 6-8.7** *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.*
United States History and Government Key Ideas	**NYS Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO** **11.10b** *Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.*
Essential Questions	4. How is social justice expressed in poetry? 5. How do poets use language to communicate issues related to social justice? 6. How does the audience react to social justice themes or ideas? 7. Who in my community uses language through poetry or speeches, to address social justice ideas or concerns?

Procedures	Bell Ringer #1 (5 minutes) – Present Maya Angelou Inaugural Poem: https://www.youtube.com/watch?v=OQQThtav41o Highlight words you do not know. Use the dictionary to find the definition of 3 words that you do not know.
	Meaningful Activity #1 (10 minutes) – "Unknown Words" With you partner, discuss the three words you did not know and find the meaning of those words in your first language (L1). Answer the following question: What did Maya Angelou mean when she used the word _____? Give a sentence for each word (use L1 as needed). (Record you answers in the handout).
	Direct Instruction: "I do" (12 minutes) Students will watch the "Inaugural Poem" while following it in the hard copy, and take notes on their handout. They will note information stated or seen in the video, take note of the time and jot down their thoughts.
	Meaningful Activity #2 "We do" – "Social Justice through Maya Angelou's poem (12 minutes) Students will be grouped into groups of 4 and assigned a role: facilitator, reader, quality control, and spokesperson. In their groups, students will discuss the notes from the video to answer the following questions:
	5. Where did the speech take place?
	6. What was the audience's response to the words of Maya Angelou
	7. What words or phrases stuck out from his speech?
	8. Identify social justice themes or ideas within the poem?
	As students are in groups, the teacher will walk around assisting students as needed. Students will also be provided figurative language words to begin their conversation. Also, students will have the opportunity to use L1 while figuring out the meaning of words and/or phrases given. The quality control role will be in charge of ensuring all answers are in English.
Assessment	Exit Slip: "You do" (3 minutes) Answer the following question by choosing one of the words from the Bell ringer. *How did your word or phrase relate in today society?* For example: Good morning! New day! New dawn!
Homework	Based on today's discussion of Dr. Maya Angelou identify a community leader that reminds you of Angelou, and explain your

	choice.

Name: _____   Date: _____

Class Period: _____   English as a Second Language

Bell Ringer: Maya Angelou Inaugural Poem:
https://www.youtube.com/watch?v=OQQThtav41o Highlight words you do not know. Use the
dictionary to find the definition of 3 words that you do not know.

Unknown Word	Definition

A. Unknown Words: With you partner, discuss the three words you did not know and answer
the following question:
    What did Maya Angelou mean when she used the word _____?
Give a sentence for each word.

Unknown Word	Sentence
7.	
8.	
9.	
10.	
11.	
12.	

B. Video: "Angelou's Inaugural Poem": As you watch the video of the speech, jot down some notes using the graphic organizer below.

Video Title: _____   Date: _____

Information from the video	Time Marker	My thoughts

C. "Social Justice through Angelou's Inaugural Poem": discuss the notes from the video to answer the following questions:

5. Where did the poem take place?

6. What was the audience's response to the words of Dr. Mayo Angelou?

7. What phrases stuck out from her poem (you are allow to translate to your L1)?

8. How was Dr. Angelou applying social justice to the issues of her time?

Exit Slip

Answer the following question by choosing one of the words from the Bell ringer.

How did your word or phrase relate to any social justice issue?

For example: "good morning."

Your word: _____

Day 3: Social Justice – Grassroots Advocacy	
Length: 42 minutes	
Learning Objectives	**Content Objectives:** • Students will be able to identify triggers for grassroots advocacy, activism, and community organizing while examining how Cesar Chavez impacted American society. **Language Objectives:** • Students will be able to underline and use words related to community organizing, activism and/or grassroots advocacy. • Students will be able to improve their listening, reading, and writing comprehension while envisioning the changes that have been occurring in our social system.
NYS Common Core Learning Standards (CCLS)	**English Language Arts & Literacy CCLS:** **CCLS.SL.9-10.3** *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.* **CCLS.L. 9-10.1** *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* c. *Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze them.* d. *Analyze nuances in the meaning of words with similar denotations.* **NYS Reading Standards for Literacy in History/Social Studies:** **Integration of knowledge and Ideas 6-8.7** *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.*
United States History and Government Key Ideas	**NYS Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO** **11.10b** *Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.*
Essential Questions	8. What is grassroots advocacy? 9. What is activism? 10. How can grassroots advocacy and activism assist in community organizing? 11. Why was Cesar Chavez an important figure in American history? 12. What changes came about as a result of Chavez advocacy?
Procedures	Bell Ringer #1 (5 minutes) – Given Cesar Chavez legacy video

| | facts: http://www.history.com/topics/cesar-chavez highlight 3 words you know or do not know. Use the dictionary to verify or find the definition of the 3 words that you know or do not know.

Meaningful Activity #1 (10 minutes) – Share the selected words with your partner, discuss the three words and find the meaning of those words in your first language (L1). Answer the following question: What did the participants in the video mean when used the word _____? Give a sentence for each word (use L1 as needed). (Record you answers in the handout).

Direct Instruction: "I do" (12 minutes)
Students will watch the "Cesar Chávez Legacy" video and take notes on their handout. They will take note of those words that they are familiar with, identify social justice issues, and jot down their thoughts.

Meaningful Activity #2 "We do" – "Social Justice through Cesar Chávez legacy video" (12 minutes)
Students will be grouped into groups of 4 and assigned a role: facilitator, reader, quality control, and spokesperson. In their groups, students will discuss the known words or phrases and other notes drown from the video to answer the following questions:
9. Where did the speech take place?
10. What was happening that Chávez and the community called for justice?
11. What words or phrases stuck out from the video?
12. Identify social justice ideas or themes within the video clip?
13. Explain how the video clip is an example of grassroots advocacy, activism and/or community organizing?
As students are in groups, the teacher will walk around assisting students as needed. Students will be provided a definition for grassroots advocacy, activism and community organizing as a reference. Students will have the opportunity to use L1 while figuring out the meaning of words and/or phrases given. The quality control role will be in charge of ensuring all answers are in English. |
|---|---|
| **Assessment** | Exit Slip: "You do" (3 minutes)
Answer the following question by choosing one of the words from the Bell ringer.

How did your word or phrase relate to your personal experience?

For example: personal or family needs assessment. |

Homework	Based on today's discussion of Chávez legacy, identify a community leader that reminds you of Chávez, and identify issues in which they are or were involved.

Name: _____   Date: _____

Class Period: _____   English as a Second Language

Bell Ringer: César Chávez Legacy Video Facts: http://www.history.com/topics/cesar-chavez
Highlight words or phrases you know and/or do not know. Use the dictionary to verify or find
the definition of 3 words that you do not know.

Unknown Word	Definition

A. Unknown Words: With you partner, discuss the three words or phrases that you know and/or
did not know and answer the following question:

   What commentators did mean when she used the word _____?

Give a sentence for each word.

Unknown Word	Sentence
13.	
14.	
15.	
16.	
17.	
18.	

B. Video: "César Chávez Legacy": As you watch the video of Chávez legacy, jot down some notes using the graphic organizer below.

Video Title: _____   Date: _____

Information from the video	Time Marker	My thoughts

C. "Social Justice through César Chávez Legacy" Discuss the notes from the video to answer the following questions. You may use the given definitions of grassroots advocacy, activism and community organizing as a reference.

1. Where did the speech take place?

2. What was happening that Chávez and the community called for justice?

3. What words or phrases stuck out from the video?

4. Identify social justice ideas or themes within the video clip?

5. Explain how the video clip is an example of grassroots advocacy, activism and/or community organizing?

activism – the doctrine or practice of vigorous action or involvement as a means of achieving political or other goals, sometimes by demonstrations, protests, etc.
(http://www.dictionary.com/browse/activism)

community organizing – The coordination of cooperative efforts and campaigning carried out by local residents to promote the interests of their community.
(https://en.oxforddictionaries.com/definition/community_organizing)

Exit Slip

Answer the following question by choosing one of the words from the Bell ringer.
How did your word or phrase relate to your personal experience?

For example: personal or family needs assessment.

Discussion

Although others have conducted research detailing how social justice can play out in a school

with ELLs (Giambo & Szecsi, 2006; Broughton & Putney, 2011; Hawkins, 2011), very little

research focuses on detailing how social justice can shape current educational systems, focus on

the needs of ELLs in a way that ensures their academic success, and includes curriculums which

motivate educators to transform classrooms into education-relational advocacy arena. The

significance of this project underlines the social justice educational practices, and promote

community leadership/organizing for educators educational success (McKenzie et al., 2008;

DeMatthews & Mawhinney, 2014). The significance of this curriculum may shed light about the

awareness of educators about social justice and their practice of educational justice in and out of

the classroom.

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