CONTENTS

INTRODUCTION
Contributors
Respect, Appreciation & Gratitude
A Welcome Message
An Introduction by Christine Sleeter

GRASSROOTS FOUNDATIONS: PREPARING OURSELVES FOR THE WORK AHEAD
by Lindsay Smith and Anton Miglietta

Element One: Grassroots Educators & Justice-Centered Teaching:
Overview: A Grassroots Teacher: Learning, Connecting & Growing Together
Pedagogical Foundations of the Chicago Grassroots Curriculum Taskforce
Justice Centered Teaching Tips and Practices from Ten Successful Urban Educators by Anton Miglietta, Isaura Pulido, Ann Aviles de Bradley, and David Stovall
Teacher as Curriculum Gatherer & Creator by Lindsay Smith and Anton Miglietta
On the Importance of Mirrors for Students and Teachers by Gregory Michie
Dealing with Controversial Topics by Bill Kennedy
Making Sense of & Navigating Teacher Evaluation Expectations by Ann Aviles de Bradley
Building Respectful Classroom Communities by Lindsay Smith
A Note to Educators Working in Scripted Spaces by David Stovall
Tool: Unit Design Self-Evaluation & Reflection for a Critical and Cohesive Unit of Study

Element Two: Grounding Learning in Real World Context and Community
Overview: Grounding Learning in Real World Context and Community
Inquiring Into Students’ Communities First as Learner, then as Learner/Teacher/Supporter by Asif Wilson
Learn: A Community Ethnography Project for Educators by Noemi Cortés and Amy Millikan
Go Deeper: To be “Relevant” Demands a Healthy Lens of Systemic Analysis by Asif Wilson
Making it Real: Grassroots Community Tours Leads to Student Knowledge-Making, Teaching, Skill-Building, and Action-Taking by Asif Wilson (also includes the Grassroots Community Tours guide)
Valuing Students Constantly Shifting Identities: Teaching Pop Culture by Brian Horn

Tools for Grounding Our Learning
Critical Themes and Threads for Locally Relevant Unit Topic Development
Identify Issues and Make Connections: a local/global issue-based inquiry activity (5th – 12th grades)
Generating Student-Based Issues to Study: an issue-based inquiry activity (3rd – 6th grades)
180+ Justice Centered Topics on Chicago for Student Research and Action
Recognizing and Engaging Students Experiencing Homelessness by Ann Aviles de Bradley
Supporting Multilingualism in the Classroom by Elizabeth Skinner
Academic Accommodations for Learners by Disabilities Opportunities Internetworking Technology
Element Three: Grassroots Teaching and Learning For, By & With Our Students

Overview: Grassroots Teaching and Learning For, By & With Our Students 89
The Student, the School, and the Purposes of Our Teaching: A Historical and Current Look by Anton Miglietta 91
“I Don’t Radicalize Students, My Students Radicalize Me”: One Teacher’s Testimony by Xian Barrett 109

Tools to Prioritize Student Voice in Their Own Learning
7 Steps to Students Co-Shaping Curriculum 111
Establishing Curriculum Acuerdos with Students, adopted from Cynthia Nambo 113
Determining “Relevance” and Examining Purpose: A step-by-step guide for students and adults 114
Critical Learning Survey (grades 6 to 12) 118
Critical Learning Survey: a shortened version (grades 6 to 12) 123
The Many Sides of Me activity (grades 2 to 5) 125
Unit Evaluation Survey for Students (a learning- and teaching-assessment tool for grades 4 to 12) 126

GRASSROOTS METHODS: DESIGNING JUSTICE-CENTERED CURRICULUM IN A STANDARDS-BASED WORLD by Alison Dover 128

Element Four: Justice-Centered Approaches to Content-Area Instruction and Grassroots Unit Planning

Overview: Justice-Centered Approaches to Content-Area Instruction 130
Tips to Fully Integrate Standards into the Curriculum by Anton Miglietta 132
Commit to Interdisciplinary Curriculum Building by Bill Kennedy 137

Content Area Resources
Pedagogical Shifts Emphasized by the Common Core State Standards (CCSS) 138
Tips for Critical Mathematics Teaching by Theodore Chao 139
Tips for Critical and “Close” Reading by Lindsay Smith and Bill Kennedy 143

Tools for Curriculum Mapping of Critical and Cohesive Units
Guide to the Critical Unit of Study Project (CUSP) 146
Map A: Grassroots Unit Planning – with descriptors 147
Map A: Grassroots Unit Planning – blank version 149
Map B: Thematic Integration Planning – blank version 151
Social Studies Content Map for Grades 3 to 6 152

Sample Unit: Student City, a 3rd grade interdisciplinary unit (can apply to grades 4 to 6 with additions) 153
Sample Unit: Investigating Justice-Making Organizations, literacy & social sciences unit, grades 7 – 12 167

Element Five: Justice-Centered Approaches to Assessing Students’ Learning

Overview: Justice-Centered Approaches to Assessing Students’ Learning 177
Assessments: What’s Wrong with Standardized Tests? What’s Needed Instead? What’s Real? by Cecily Relucio Hensler and Anton Miglietta 178
A List of Authentic Assessment Ideas 181
Some Culminating Project Ideas 183
Sample Assessments for Critical Learning and Skills-Building
   A Critical Standards-Based Quiz  184
   Letter to a Public Official: An Action-Based Letter Writing Rubric  187
   Letter to a Public Official: A Peer Editing Guide  189

Tools for Student Voice in Curriculum and Teaching Evaluation
   Project Evaluation Survey for Students  190
   also see Unit Evaluation Survey for Students (Element Three)

Element Six: The Heart of Everyday Life in a Justice-Centered Classroom: Daily Planning

Overview: The Heart of Everyday Life in a Justice-Centered Classroom: Daily Planning  191
   Critical Approaches & Practices Revisited (a graphic organizer)  192
   Meaningful Art Integration Guide by Silvia Gonzalez  193
   Media Arts Integration Tips by Steve Moon  197

Tools for Daily Lesson Planning for Thematic Project-Based Learning
   Weekly Lesson Planning with Day by Day Overview  201
   Intensive Daily Lesson Planning  202
   Skills Cluster Map (a tool to assist in mapping out the teaching of standards)  203
   A Few Good Ways to Activate Prior Knowledge  205
   Daily Reflection Slips (exit slips)  206

References  207