

FACILITATOR'S GUIDE

REFRAMING THE
CURRICULUM
DESIGN FOR SOCIAL JUSTICE
AND SUSTAINABILITY



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Introduction

Reframing the Curriculum: Design for Social Justice and Sustainability introduces readers to the concepts of social justice and sustainability, and provides a stepwise process to (re)design curriculum based on these ideals. The book is based on the idea that teaching through this lens requires seeing your discipline and, indeed, society at large, in a new way. To bridge theory and practice, the book will help readers understand the parallels between, for example, economic inequality in society and deficit thinking in the classroom, or social-environmental interdependence and place-based education.

Each chapter contains activities, questions, and examples of curricular connections. This facilitator's guide will help you use these features as part of courses or professional development programs in which participants are reading the book. You'll find recommendations for structuring learning sessions as well as ideas for adapting activities for different contexts, such as online environments. Regardless of setting, using the activities will bring the book's content to life while supporting readers to develop the knowledge and skills needed for successful reframing of their curriculum.

How to Use the Book and This Guide

Following are recommended settings:

- Preservice teacher education courses
- Graduate-level education courses
- Extended professional development (PD) programs focused on curriculum change, such as the introduction of project-based learning or interdisciplinary team teaching
- Faculty development programs for instructors in any discipline(s) seeking to integrate social justice and sustainability into courses

Whatever the setting, participants should read the book sequentially over a time frame you determine, and you will lead the accompanying activities in face-to-face and/or online courses, workshops, or meetings. Pacing suggestions follow. Throughout this guide, you'll find ideas for extending or condensing activities, creating assignments, and adapting activities for online formats.

Time and Pacing

Given the recommended contexts, in-person sessions on each chapter can be configured in flexible segments ranging from 45 minutes to 3 hours. A key variable is whether you have participants complete “homework” or assignments ahead of time. Examples:

- An instructor of a 3-credit course that meets twice a week plans for 90 minutes of instruction each class session. Participants prepare notes on the activities in the book ahead of time, enabling the instructor to accelerate the pace and cover one chapter per session (considering other reading assignments).
- In a 3-credit course that meets once a week, the instructor assigns additional readings and uses the activities as the basis of assignments. With the added work, the pace is slower and the class covers one chapter per week.
- In a book study program that meets for 60-minute sessions, participants take notes ahead of time, and the group covers one chapter per session using condensed activities.
- For a two-day PD program, the facilitator selects specific activities to complete based on learning goals and divides them among the allotted hours.

Book Overview

Use the book’s Table of Contents to help you plan. Chapter-by-chapter facilitation directions, along with objectives and activity ideas, follow.

Part I: *What’s at Stake?* Readers explore competing narratives about “how things are” and raise possibilities for social justice and sustainability.

- 1. What’s the Story We Want?
- 2. The Dominant Narrative: The Story of More
- 3. A Different Narrative: The Story of Better
- Part I Culminating Activity: Defining Sustainability and Social Justice

Part II: *What’s at Stake in Our Curriculum?* Readers examine social justice and sustainability in the context of curriculum.

- 4. What’s the Story We Want for Our Teaching?
- 5. The Perils for Students in the Story of More

- 6. Best Practices for Student Success in the Story of Better
- Part II Culminating Activity: Curriculum Self-Assessment

Part III: Changing the Story: Curriculum Design With the Stakes in Mind. Readers complete a step-by-step curriculum “makeover.”

- 7. Defining a Plot
- 8. Creating Intrigue and Suspense With Guiding Questions
- 9. Defining and Sequencing the Learning Outcomes
- 10. Aligning Outcomes, Standards, Instruction, and Assessment

Part I: What's at Stake?

Reframing curriculum begins with seeing your discipline in a new way, and that is the purpose of Part I (Chapters 1, 2, and 3). The three chapters will deepen your understanding of sustainability and social justice through the concept of narrative: stories we tell about how things are and what they could be. You'll examine competing narratives shaping the future and compare their underlying assumptions and principles. This will provide necessary context for the educational content that follows in Parts II and III.

Chapter 1: What's the Story We Want?

This chapter establishes the tone and direction for the book by posing fundamental questions about the world we want and our ultimate goals both in and out of classrooms. To provide context, Chapter 1 offers an overview of key global, national, and educational trends, drawing together perspectives on climate change, food security, and educational inequality, among other topics locally and globally. By highlighting both solutions and challenges, the chapter brings readers to a crossroads, preparing them to explore the different paths forward as addressed in Chapters 2 and 3. Along the way, readers gain an understanding of foundational concepts such as interdependence, equity, and dilemmas surrounding the Commons.

Chapter Objectives: Readers will

- Develop a shared definition of well-being and thriving.
- Define the Commons and identify examples in our everyday lives.
- Describe the relationship between ecological- and human-made systems.

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- Assess environmental, social, and educational trends at the community and global levels.
- Describe the “tragedy” of the Commons and how it applies in society and education.
- Establish initial connections between trends inside and outside of the classroom.

Activities

- If needed to support introductions, have participants identify communities that are significant to them, and then share with a partner or in a small group. To make the activity visual, participants can put their names on several sticky notes and attached them to wall maps.
- Introduce the chapter with the eponymous activity described in the book’s text. Participants can work in small groups and then report out responses. As noted, you can support participants to generate responses in specific categories. You can also assign the activity ahead of time, or use it as the basis of an online discussion.
- To introduce the concept of the “Commons,” ask participants to identify the differences between the items in Table 1.1. Then facilitate Activity 1.1. To save time, assign the activity to complete before the session.
- Extend the activity by having participants take the activity outside, as in the directions.
- To set up the rest of the chapter, pose the question provided: To what extent is the way we’re doing things moving us toward the story we want while also sustaining the shared ecological and cultural gifts the story depends on? Participants can bring in notes taken ahead of time or respond via an online discussion.

To answer the question *Where are we headed?*, the rest of the chapter offers trends (positive and negative) about specific issues, including climate change and education. These issues offer many activity options:

- Create groups (in-person or online) and assign each group a particular topic (e.g., climate change). Have groups discuss whether/how their group’s trends and statistics are moving us toward or away from the story we want. Optional: To make the exercise visible, create a spectrum across an empty wall, with “moving away” (from the story we want) on the left and “moving toward” on the right, spaced about 10 feet apart. Participants can then

write a summary of their trend(s) on flip-chart paper, place that at an appropriate place along the spectrum, explain their response, and refer to the data as the activity continues.

- To provide a community context, ask participants to identify trends on local issues, such as the food system, population changes, or relevant educational achievement indicators within the school (e.g., graduation rates, absenteeism).
- Have participants identify how they would like their trends to read in 30 years. What changes do people want to see? Participants could also develop a visual infographic or set of future desired headlines.
- Different groups can share responses with each other and then identify relationships among issues, and/or local and global connections.
- To extend the activity, have participants research additional data or trends on issues they choose using sources such as the Sustainable Development Goals or national/local sources, depending on the topic. You can assign this to complete ahead of time, or you can extend an in-person session by providing time for participants to research their topics. The additional research also lends itself to an online assignment.

After assessing the trends, the book turns to the issue of equity. Activity ideas:

- Ask participants to describe how the book's definition of "equality" and "equity" differ from past ways they've used the terms or heard them defined.
- Have participants identify whether and how the equity issues described (e.g., environmental justice) exist in their own communities.
- Review the educational data provided in Table 1.2. Ask participants to share whether or how the data are reflected in their own schools or institutions. Draw out other significant trends or challenges, such as absentee rates or student health.
- In the section "How Is It All Connected," you can deepen understanding of the Tragedy of the Commons by having participants draw local parallels. Participants can identify examples of rival- and non-rival resources or services in their communities (e.g., downtown parking), and then consider these types of questions the book raises: Where is the potential for overuse or degradation? How is that managed or prevented?
- For a more substantial activity or an assignment, have participants write and/or illustrate ways the social, economic, and environmental issues affect one another. Some participants

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may identify a specific driver, whereas others may frame the issues as systems or cycles. To provide further structure, suggest “if/then/because” statements that reveal systems and impacts. Example for water: If we have healthy streams locally, then we’ll have healthy water regionally because streams connect as part of regional watersheds. Optional illustrations or diagrams might include arrows, images, and/or words.

This final section of the chapter brings the reader to the crossroads, setting the stage for exploring two divergent paths laid out in Chapters 2 and 3. The end-of-chapter questions in the book provide structure to pull these ideas together. As a closing activity, you can have participants write predictions about the focus of Chapter 2, “The Story of More.” What does “more” mean in this context? What would a story built around this concept look like?

Additional Resources

- Film: *The Economics of Happiness* examines the divergent paths the world can pursue: one based on consumption and economic growth (paralleling Chapter 2 of the book), and another based on sustainability and equity (paralleling Chapter 3). Because the film connects to multiple chapters, you can select individual segments if playing the entire film is not feasible. Retrieved from <https://www.localfutures.org>
- *Living Planet Report*, accessible through Global Footprint Network, offers detailed data on human–environmental impacts.
- Hardin, G. (1968, December 13). The tragedy of the commons. *Science*, 162, 1243–1248. Retrieved from <http://science.sciencemag.org/content/162/3859/1243>

Chapter 2: The Story of More

In response to the question posed in Chapter 1, *What’s the story we want?*, Chapter 2 introduces one possible narrative: The Story of More, the path of unsustainability and injustice that threatens to undermine a healthy future. The chapter digs into the story’s underlying assumptions about human nature, the environment, and our relationship with others. To help readers understand the origins of this trajectory, the chapter addresses the influence of science, history, philosophy, and religion over centuries. Discussion activities help readers uncover ways the ideas manifest in curriculum—even at the elementary level. The chapter also begins to expose some of logical and scientific fallacies that support the Story of More, preparing readers for the contrasting narrative presented in Chapter 3’s the Story of Better.

Chapter Objectives: Readers will

- Define and connect concepts such as zero-sum competition, anthropocentrism, and individualism.
- Describe how these concepts come together and form the dominant social narrative.
- Identify pivotal points in the history of science, religion, and philosophy that gave rise to the narrative.
- Identify the narrative's broad parallels to curriculum (explored in-depth in Part II).

Activities

- Ask participants to generate the traits, tendencies, instincts, or drives they think are innate to humans. (Answers might include fight-or-flight response, reproductive drive, or capacity for communication.) Compare the responses with the description of *homo economicus* provided in the book. What are the assumptions about this character? What evidence supports or refutes this portrayal of human nature? (Note: Pro-social and pro-environmental capacities are addressed in greater depth in Chapter 3.)
- To support understanding of the GDP, have participants identify media stories about economic indicators such as the unemployment rate, housing starts, or the stock market. In an in-person setting, participants can post examples around the room and review them in a “gallery walk.” In an online setting, participants can glean headlines from online sources and share links. Either way, use these questions to spark discussion and reflection: What information is included in the story (i.e., who, what, where). *What social- and environmental connections or impacts are omitted? What are the underlying assumptions about what is important or relevant?*
- Using this information, have participants “talk to the text” by adding questions or other annotations to the stories. What else should we know? Why is this particular issue highlighted? Participants can then alter the headlines or stories to include this information, resulting in more holistic coverage. Ask participants to evaluate how our understanding of the world might be different if information in the media (and curriculum) was presented in a more integrated way.

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- The activity in the book, *More, Better, or Both?* offers a way for participants to differentiate between quantitative and qualitative change, and when the two go together. The book's text provides complete directions.

The sections “How Did the Story Get Started?” and “Where Is the Story Headed?” engage readers in examining the historical development of the Story of More. Activities:

- Break participants into groups (in-person or online), and assign each group a subsection of the reading (e.g., agricultural revolution). Groups should prepare summaries of pivotal events and philosophical shifts. Groups can share/post summaries and/or create a time line. Based on that information, have participants identify the root concepts (e.g., individualism, hierarchy) that run through the narrative. How did these concepts evolve? How did they manifest at different times and in different contexts (e.g., in social relations vs. scientific research)? Groups can also select a particular event and consider how the trajectory of history might have been different if that event had not occurred, or if different decisions had been made.
- Discuss examples of the ways Moore and Friends are following the rules of the game based on its definition of success. In what ways do we all follow the rules? What are the incentives? To what extent is our participation voluntary and conscious? Are there coercive influences? Why do we perpetuate—or are coerced to perpetuate—the Story of More in our everyday lives?

Extension ideas:

- Have participants conduct additional research into their specific topic to identify other historical influences. This can serve as an assignment to complete outside of class time.
- Assign a topic introduced in Chapter 1 and review the trends (participants can revisit their prior work). Then, assign a specific concept from the Story of More such as quantitative growth, hierarchy, zero-sum competition, or individualism. Have participants describe ways the concept helps us understand the Chapter 1 data. For example, how does the concept of hierarchy help us understand trends surrounding environmental injustice? Other prompts: *Where do we see [concept] in the issue of [food security]? How does [this concept] help explain the trends related to [issue]?*

- To close out the chapter, use the Chapter Review activity and end-of-chapter questions provided.

Additional Resources

- Cobb, C., Halstead, T., & Rowe, J. (1995, October). If the GDP is up, why is America down? *Atlantic Monthly*, 276, 59–77. Retrieved from <https://www.theatlantic.com/past/docs/politics/ecbig/gdp.htm>
- Kennedy, R. F. (1968, March 18). *Remarks at the University of Kansas*. Retrieved from <http://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Remarks-of-Robert-F-Kennedy-at-the-University-of-Kansas-March-18-1968.aspx>
- White, Jr., L. (1967). The historical roots of our ecological crisis. *Science*, 155(3767), 1203–1207. Retrieved from <http://science.sciencemag.org/content/155/3767/1203>

Chapter 3: The Story of Better

Chapter 3 presents the counter-narrative to Chapter 2: the paradigm of sustainability, social justice, and thriving communities. To emphasize its difference compared with the Story of More, the Story of Better juxtaposes ideas such as hierarchy and competition with interdependence and empathy. Clear explanations draw together the science and psychology of sustainability, helping readers understand how that our worldview is influenced by our assumptions about human nature, communities, and the larger environment. As in the prior chapter, readers begin to pinpoint ways these ideas are embedded in their curriculum. By the end of this chapter, readers will see deep into the chasm dividing the narratives, and understand the challenges and opportunities this poses to educators—the focus on Part II.

Chapter Objectives

- Deepen understanding of concepts such as interdependence, systems, and equity (ideas introduced in Chapter 1).
- Describe how these concepts serve as foundations for sustainability and social justice.
- Compare and contrast the Stories of More and Better.
- Identify broad connections to curriculum.

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Activities

- Begin the chapter with the activity provided, which revisits the concepts of *quantity* (i.e., more) and *quality* (better). Directions and discussion questions are provided.
- The next section of the chapter reintroduces the concept of interdependence in the context of relationships we rely upon (e.g., human-human, human-environmental). The activity provided (see Table 3.1) is designed to help participants examine their place in these relationships and illuminate information they may not have been aware of. You can extend the activity by having participants complete it as an assignment and/or pairing it with written reflection about the significance of the insights. Why do we need to understand this, both for ourselves and our students?
- Moving on in the chapter, have participants compare the concepts of *individualism* and *individuality*; this can easily be done online. Why is the distinction important?
- Taking this further, participants can compare the beliefs and assumptions about human nature presented in Chapters 2 and 3. According to the Story of Better, what traits and capacities are considered innate, yet absent from the construct of *homo economicus* presented in the Story of More? How do these traits manifest in the practices that sustain the Commons as offered by Ostrom?
- Extend the comparisons to the concepts of competition and diversity. How are the concepts defined within each narrative? What assumptions surround these definitions?
- The Discussion Questions following the section on diversity ask readers to apply the chapter's content thus far to their own educational context. You can use these questions as the basis of an assignment in which participants answer in-depth with evidence gathered from, for example institutional policies, classroom practices, or interviews with colleagues.
- The next section introduces some basic underlying science of sustainability. The activity within the text (completing the prompts) offers a good way to spark participants' thinking. In an in-person setting, participants can locate the places on a map with a sticky note. As an assignment, participants can create their own prompt or question, and conduct research to find the answers. Or, simply use the activity (with or without finding the answers) to raise questions about why we often know so little about the very things that support us.

- To extend the learning, have participants map the life cycle of the French fry as described in the text or another item they choose. You can assign this to complete outside of class, or simply have participants give it their best shot on the spot given the value of simply thinking more deeply about how our needs come to us. Either way, emphasize Daly's principles about human activity and the earth's limits.
- Conclude the section with the Discussion Questions.
- The next section ("How Do the Characters Know Whether They're Successful?") offers opportunities for external research and assignments:
 - For the Genuine Progress Indicator (GPI), participants can make a side-by-side comparison with the GDP. What is accounted for in each? How does each indicator illustrate the principles of their respective narratives (i.e., More and Better)?
 - The Ecological Footprint (EF) quiz can be taken online outside of class, and participants can report their findings in person or online. Participants can also identify the lifestyle factors that most strongly impact their EF, or come up with changes in their habits (e.g., driving less) and then predict and measure the impact by taking the quiz again.
- Depending on their discipline, participants can go deeper into, for example, the geographic, scientific, or public policy dimensions of the EF using the resources cited.
- The next section addresses the roots of the Story of Better across faith traditions. As an assignment, participants can identify more examples of environmental teachings in their own faith or one they choose. This lends itself well to online discussions. In an in-person setting, participants can get into pairs based on different faiths and compare/contrast the teachings. How are similar values described in different traditions? Where are major differences?
- You can conclude the chapter in a couple of ways:
 - Have participants reflect on the concepts most significant to their teaching. What new insights emerged? What are new questions to explore? This lends itself to a written assignment or online discussion.

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- Have participants list the mindsets, practices, or changes they think have the most potential to move the world toward the Story of Better. How do these compare with the forces moving us away, as discussed in Chapter 2? Which narrative do they think will prevail?

Additional Resources

- Earth Charter: An international declaration of fundamental values and principles for building a just, sustainable, and peaceful global society, earthcharter.org
- Ecological Footprint Calculator: <http://www.footprintcalculator.org>
- Porter, W., & Mykleby, M. (2011). *A national strategic narrative*. Washington, DC: Woodrow Wilson International Center for Scholars. Retrieved from <https://www.wilsoncenter.org/sites/default/files/A%20National%20Strategic%20Narrative.pdf>
- Rohwedder, R. (2018). *Ecological handprints: Breakthrough innovations in the developing world*, www.ecologicalhandprints.org. This interactive e-book offers case studies of positive ways to meet ecological and humanitarian goals. (Requires purchase; as of spring 2018, the cost is \$2.99.)

Part I Culminating Activity: Defining Sustainability and Social Justice

In this short section, readers synthesize the ideas from Part I and derive definitions of sustainability and social justice based on that synthesis. This section also provides background on contested definitions, controversies, and misconceptions surrounding the terms. Directions for activities are provided in the text. Here are a few other ideas:

- In class or online, have participants switch definitions with a partner to identify similarities and differences. Are there common themes? Does this vary by discipline?
- Have participants write down a few of the criticisms or mischaracterizations of sustainability or social justice, and then share with a partner. What assumptions does each statement rely on? What evidence or argument could be used to refute or support the statements?

- The writing and discussion could be used as the basis of scripts to role play discussing the ideas with peers. Have participants consider what language or terms present barriers in their institution, and alternatives to build a shared understanding.

Part II: What's at Stake in Our Curriculum?

The second part of the book (Chapters 4, 5, and 6) shifts the focus to curriculum and pedagogy. These chapters show how the narratives introduced in Part I play out in classroom practices, curriculum content, and aspects of the “hidden” curriculum, such as teachers’ expectations. Objectives and facilitation directions for each chapter follow.

To bridge to Part I, Part II starts by introducing Education for Sustainable Development (ESD) and social justice education—the educational parallels of the terms defined in the Part I Culminating Activities.

For this short section, have participants generate their own definitions before they read the section; this can be done as an outside assignment. Then, after reading the text, participants can discuss how the definitions provided differ from their own. What concepts are new or unexpected?

Chapter 4: What's the Story We Want for Our Teaching?

This chapter introduces the pedagogical parallels of the Story of Better and establishes the guiding principles for sustainability and social justice education. To allay concerns that this approach presents yet more demands on teachers, the chapter demonstrates how these pedagogies align with existing teacher education standards. Readers then examine place-based education, democratic education, culturally responsive teaching, and related philosophies, emphasizing symbiotic connections. Throughout the chapter, readers are encouraged to identify connections to their own practice.

Objectives

- Draw similarities between existing teacher education standards and the competencies needed to teach for social justice and sustainability.
- Examine ways that concepts from Part I (such as interdependence and community) drive and connect specific pedagogical approaches.

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- Identify ways the concepts in the chapter are (or could be) embedded in readers' own practice.

Activity Ideas

- The chapter begins with a summary of InTASC standards for K–12 teachers and how they overlap with the competencies needed to teach for social justice and sustainability. Depending on the context, participants can dive into the InTASC standards and identify other areas of overlap; this would be a good outside class assignment. Practicing educators (K–12 or university) might review the competencies and outcomes that form the basis of their own evaluations and compare those with the sustainability and social justice teaching principles introduced. Are these principles reflected in the criteria and instruments used to evaluate educator effectiveness?
- The next section of the chapter examines five guidelines for teaching. In an in-class setting, you can use a jigsaw method in which groups of 3–6 become “experts” on one guideline and then share their insights in a different group with all guidelines represented here. The specific tasks may vary.
 - Practicing educators can prepare a summary of one guideline in the first group and then identify overlaps among all the practices in the mixed groups. Or, working in same-discipline or same-grade groups first, participants can discuss or document how their particular guideline is practiced (or not). Then, in mixed groups, participants can map out which guidelines are used most and identify opportunities for improvement or collaboration.
 - For preservice educators, use case studies or videos to illustrate the guidelines in practice. Preservice educators can reflect on their clinical experiences to assess whether or how the guidelines are applied.
- The questions and Curriculum Mini-Makeovers activity at the end of the chapter enable participants to more strongly connect the ideas to their own teaching and practice with simple applications.
- Extend this activity by having participants bring in their own lessons or units and conduct a basic audit of the principles in the chapter. (Participants complete a more thorough

curriculum assessment in the Part II Culminating Activity to prepare for curriculum (re)design in Part III.

Additional Resource

- *Schools That Change Communities*, a 2012 documentary by Bob Gliner. The film offers case studies of four very different schools that use many of the pedagogies described in Chapter 4. Retrieved from <http://www.docmakeronline.com/schoolsthatchangecommunities.html>

Chapter 5: Hidden Perils for Students in the Story of More

As an educational parallel to Chapter 2, “The Story of More,” Chapter 5 exposes ways instructional practice and skewed educational priorities can reinforce unsustainability and inequality. The chapter begins with a brief overview of educational policy since the 1980s and how this led to the current narrative that (a) the purpose of schooling is global economic competitiveness, and (b) equity is best achieved through test-based accountability. Grounded in this framework, readers then critically assess the hidden pitfalls in three taken-for-granted tenets:

- Building the curriculum around standards.
- Celebrating diversity.
- Teaching students grit.

The analysis exposes ways these tenets can harbor and replicate hierarchy, competitive individualism, and other ideas introduced in Chapter 2. By contrasting these principles with the recommended pedagogies introduced in Chapter 4, readers gain an understanding of unintended consequences when commonly accepted ideas go unexamined.

Objectives

- Trace the historical roots of today's national educational policies and underlying narrative.
- Identify ways this narrative manifests in common classroom practices.
- Assess the impacts of these practices on educational equity and sustainability.
- Compare these practices with those introduced in Chapter 4.

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Activity Ideas

- To introduce the chapter, have participants write or discuss their current understanding of the relationship between economic competitiveness and educational equity. Does one lead to the other? What is the “conventional wisdom” on this?
- Have participants try to guess the Department of Education’s mission statement. (Participants could do the same for their state, district, or university.) Then present the actual mission: *to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access*. How does this differ from what was predicted? What are the core values? What is the relationship between equity and global competitiveness?
- The next section, “How Did We Get Here?,” explains the evolution of the priorities, values, and assumptions driving educational policies since the 1980s and the influence on our current educational narrative. To help participants explore this topic, break them into groups and have each group create a time line showing the evolution of a particular subtopic, such as national priorities, the purpose of education, stakeholders and influencers, or the role of equity. What were pivotal changes? How did the development of one subtopic influence another?
- To extend this as an assignment, groups can draw additional evidence from the policy documents noted in the text, such as *A Nation at Risk*. These documents are freely available online.
- Moving on to the three tenets (identified earlier), present each one and ask participants to predict what the critique might be: What could possibly be the problem with building curriculum around the standards, celebrating diversity, or teaching grit?
- Assign one tenet to pairs or groups of participants, and direct them to identify the underlying assumptions and impacts on students, sustainability, and equity. Prompts (for in-person or online discussions) might include: Why are these tenets so widely accepted? What is the source of the narrative? What are the good intentions? What are the hidden pitfalls? How does the tenet reinforce inequality or unsustainability? What are the incentives for following the tenets? What are the risks of challenging them?

- Using a jigsaw method, create groups with all tenets represented and have participants overlap among root assumptions and impacts. Concepts to emphasize may include anthropocentrism, deficit thinking, dehumanization, and trauma.
- From a standpoint of instructional improvement practice, not criticism, have participants reflect on ways the tenets or related practices are carried out in their own schools, classrooms, or curriculum. For example, to what extent does the school's approach to multicultural content reflect the writings of Hirsch or Banks? Does the school's character education program reflect a deficit or asset-based perspective? Participants can then work in pairs or teams to support one another to make shifts in practice.
- You can use the concluding takeaways as the basis of an assignment focused on communicating with colleagues about the perils and pitfalls addressed in the chapter. For example, assign each participant to develop an "elevator talk" about one take-away using familiar language and references. This could be the basis of blog posts, infographics, or other pieces for social media.

Additional Resources

- Clayton, S., Manning, C., Krygsman, K., & Speiser, M. (2017). *Mental health and our changing climate: Impacts, implications, and guidance*. Washington, DC: American Psychological Association and ecoAmerica. Retrieved from <https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf>
- Goodman, S. (2018). *It's not about grit: Trauma, inequity, and the power of transformative teaching*. New York, NY: Teachers College Press
- Sleeter, C. (2015, June 18). *Standards and multicultural education*. Retrieved from <http://christinesleeter.org/standards-and-multicultural>

Chapter 6: Best Practices for Student Success in the Story of Better

Building on the pedagogical guidelines introduced in Chapter 4, Chapter 6 focuses on essential competencies students will need to make their world more sustainable and just. The chapter begins with a framework of content knowledge and then addresses broadly applicable skills and dispositions, including systems thinking, social consciousness, critical thinking, agency,

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perspective-taking, equity-literate communication, and creativity. Examples and matrices throughout the chapter offer concrete teaching ideas and adaptations across grades and disciplines.

Objectives

- Identify examples of competencies (knowledge, skills, and dispositions) needed for sustainability and social justice literacy.
- Provide examples of teaching strategies to support these competencies.
- Explain connections to the pedagogies introduced in Chapter 4 to support these competencies.

Activity Ideas

- Have participants review the summary of competencies in Table 6.1 and discuss the following: Which competencies are already represented in the standards and/or are closely related to required student outcomes? Which competencies seem new? What others would participants add?
- Assign participants (individually or in groups) several competencies that don't seem to fit into the standards or other requirements. Have participants identify how they could teach the competencies in ways that connect with one or more standards. For example, while food systems (a content area) is likely not in the standards, how could that topic be addressed in ways that develop required outcomes in literacy or STEM?
- Table 6.2 provides a set of foundational concepts (such as community and limits) and shows how they apply across disciplines. Have participants identify three concepts most significant to them and review the disciplinary connections provided. What ideas are new? What else might they add? Participants will return to this table in Chapter 7 and work with it in more detailed ways.

The next part of the chapter offers a set of five essential and related skills and dispositions. This material can be addressed in a number of ways:

- Allow participants to choose one or more of the skills/dispositions and identify how the outcomes already are (or could be) incorporated into their curriculum. This can be done in same-discipline and/or same-grade groups.

- To extend this activity, have participants complete it as an outside class assignment and bring in hard copies of the examples. Display them around the room and, using a “gallery walk” technique, have participants affix questions, comments, or additional examples using sticky notes.
- Use a jigsaw strategy to have participants map out connections among the skills/dispositions. For example, how does perspective-taking support critical thinking?
- To synthesize the ideas in the chapter, present a case study or a film of classroom learning and have participants identify whether or how the knowledge, skills, and dispositions are or could be developed in the example. (See *Schools That Change Communities* noted in the resources for Chapter 4.)

Additional Resources

- Cloud, J. (2016, April 14). *Education for a sustainable future: Benchmarks for individual and social learning*. Retrieved from http://www.susted.com/wordpress/content/education-for-a-sustainable-future-benchmarks-for-individual-and-social-learning_2016_04
- McKeown, R. (2002, July). *The education for sustainable development toolkit* (Ver. 2). Retrieved from www.esdtoolkit.org/esd_toolkit_v2.pdf

Part II Culminating Activity

To apply the learning in Part II, participants will use a rubric to assess the unit or course they want to reframe in Part III. The rubric includes criteria based on the principles presented in Chapters 4, 5, and 6. The rubric can be found with the online materials that accompany the book.

Part III: Changing the Story: Curriculum Design With the Stakes in Mind

The four chapters in Part III guide participants through a stepwise instructional process using techniques familiar to many educators (with a few new twists). One design step is completed per chapter.

- In Chapter 7, participants (re)define the big-picture focus for their unit.

Reframing the Curriculum

- Chapter 8 supports participants to develop guiding questions for each stage of their unit in ways that engage different thinking levels.
- In Chapter 9, participants develop their unit’s learning outcomes. This chapter may cause a bit of discomfort because participants do not use the typical wording (“students will be able to . . .”) as the driver of their units. However, the chapter provides clear explanations and exercises to support the alternative technique offered.
- Finally, Chapter 10 brings it all together and guides participants to align standards, instruction, and assessment. A checklist is provided to evaluate the final units.

Facilitation Ideas

The chapters in Part III are designed somewhat like a workbook and provide explanations, examples, exercises, and simple self-evaluation tools. The chapters themselves thus explain the activity sequence. The Curriculum Design Template (accessible among the book’s online materials) provides an editable structure for participants to enter their work and build their unit or course.

Here are some overarching strategies to facilitate and pace the Part III design process:

- If participants are completing the design process in an in-person setting, use a consistent process for each chapter. Suggestions:
 - Present an overview of the step addressed in the chapter.
 - Lead participants through the examples and exercise(s).
 - In small groups and/or as a full group, review and debrief exercises
 - Provide time for participants to work.
 - Review and debrief in pairs or small groups.
 - You can also designate a few people as “guinea pigs” who share their work after each step to show how the process unfolds. Participants can ask question and feedback, and then apply the insights to their own work.
- To accelerate the process, have participants complete the chapter exercises ahead of time.
- If technology allows, have participants share their documents in pairs and provide feedback to each other using comments or other annotations. This works well with same-

grade or same-discipline pairs. This strategy can be used in online settings and/or can serve as the basis of an assignment in which participants review one another's work.