

Social Justice by the Numbers

2019-2020 School Year



Social Justice by the Numbers

- Interdisciplinary class with two teachers in the same room at the same time
- Uses mathematical reasoning and quantitative analysis to explore social justice issues in the community, country, and around the world
- Project-based to build global competency and engaged, critical, and compassionate members of our democracy
- Students will research and design a project that positively impacts a community

Social Justice by the Numbers

Audience: Seniors and Juniors

Type: Full year course, 5 credits

Prerequisite: Algebra II CP

Why is this course important?

Research shows that integrated and interdisciplinary studies are one of the most effective ways to help students understand their world and creatively problem solve to make that world a better place

Interdisciplinary - allowing students to combine skills and content from multiple disciplines to explore real world problems.

Integrated - incorporates and focuses on the learning and practicing of real world skills that are transferable to any field of study or occupation.

What We Have Covered

Units of Study

- Criminal Justice
- Untold Stories
- Economic Justice
- Education in America
- Reproductive Justice

Integrated Skills

- Critical thinking/asking good questions
- Sourcing/research
- Communication, oral and written
- Collaboration in pairs and groups
- Professionalism*

Our class website: <https://dmoresco6.wixsite.com/sjbtn>.

Student Feedback

"I really liked the untold stories project, because we were able to **pick our own topics and groups**. Also because it's something that you don't get to hear about everyday and you got to **learn about a bunch of new topics**. I also liked the working wages unit, because after learning about it we were able to **actually use what we were learning** and try to **reach out to our represented officials**."

"I really liked doing the untold stories projects because it was cool to be able to **choose a topic** and do it with someone. I also liked being able to **have guests come in**, because that doesn't really happen in other classes. ALSO, **reaching out to politicians** because it felt like real action!"

"My favorite moments from this class have been from the **guest speaker presentations**. I've liked how they make **the content we cover in class more relatable**."

Constructive Student Feedback

- Space presents a challenge for creating groups and fostering group discussions
- Class size is big (52 students) and some students are finding that overwhelming and have difficulty finding a way into class discussions
- Students suggested shorter units so that we can cover more topics
- More debates and specific feedback around oral presentations

What We Learned From Our Visit to Needham

- Use of rubrics to provide feedback on specific skills like communication, collaboration, professionalism, and research
- 50 students and 3 teachers plus a physical space with plenty of room allowed for smaller group breakout sessions
- In Year 7, their course has been through several iterations, and the teachers encouraged us to keep developing our course based on feedback

Challenges We Have Encountered

1. Space
2. Planning time
3. Resources
4. Class time

Where We Go From Here

- How does this course fit into the culture we would like to build at the high school?
 - Incorporates the work being done on both the district-wide Teaching and Learning Committee as well as the work of the BHS Vision of the Graduate Professional Learning Team