

# Middle School Journal

## Call for Manuscripts for *Middle School Journal*

### A Special Upcoming Issue on Social Justice

*Submission Due Date: September 15, 2017*

#### **Title:** Conceptualizing Curriculum as a Means to Cultivate Social Justice

As middle level professionals, we share a strong belief, as expressed by The Association for Middle Level Education (formerly the National Middle School Association) (NMSA, 2010) in *This We Believe*: “All those who serve as school leaders—whether administrators, teachers, or other staff members—must possess a deep understanding of the young adolescents with whom they work and the society in which they live. . . . They use this information to empower others to make the often-needed, hard decisions as a school addresses the education and well-being of each and every student” (NMSA, 2010, p. 28). We believe today’s issues call attention to social justice and student advocacy as young adolescents struggle to develop their academic, social, moral, and emotional selves.

However, just believing that social justice is important is not enough. Educators must practice social justice. Using best practices to address dynamics of power, privilege, and oppression in the classroom is a growing area of concern. Successful middle level educators must guide students in critical reflection of themselves and society in issues concerning race, socioeconomic status, gender, sexual orientation, ability, religion, appearance, and others. However, what does this look like in action? More specifically, we wonder:

- What does social justice look like in the middle school curriculum?
- What does it mean to teach and/or learn within a social justice curriculum?
- How do we help young adolescents recognize and repudiate racism and social injustice?
- What can school districts do to promote social justice education?
- How do teachers implement social justice into the classroom, curriculum, and beyond?
- What are some effective programs and practices found in middle level teacher preparation and professional development programs that focus on social justice education?

This issue of *Middle School Journal* seeks articles that rely on vivid descriptions and narratives of effective teaching and learning experiences, including research, which address these questions and more. We invite prospective authors to consider the notion of “curriculum as culture” in regard to social justice education.

Specifically, curriculum development is a hallmark of middle level education. Four of the five founders of middle level education had their academic roots in curriculum. They believed in the power of curriculum to transform the very lives of young adolescents. In the 1960s and 70s, they saw American society as open to change—and they inserted their academic background in curriculum to develop an educational movement to bring young adolescence from the margins of the American education system to its very center within the K–12 continuum.

We invite manuscripts of 10–20 double-spaced pages, written to an audience of educators of youth between the ages of 10–15. For more specific guidelines in the preparation of manuscripts and their submission, please see our Submission Guidelines, available at [http://www.amle.org/portals/0/pdf/msj/MSJ\\_Submission\\_Guidelines.pdf](http://www.amle.org/portals/0/pdf/msj/MSJ_Submission_Guidelines.pdf)