The National Women’s Law Center fights for gender justice—in the courts, in public policy, and in our society—working across the issues that are central to the lives of women and girls. We use the law in all its forms to change culture and drive solutions to the gender inequity that shapes our society and to break down the barriers that harm all of us—especially those who face multiple forms of discrimination, including women of color, LGBTQ people, and low-income women and families. For more than 45 years, we have been on the leading edge of every major legal and policy victory for women.
Author: Noelia Rivera-Calderón

Our Brick by Brick Youth Advocacy Fellows, four youth between the ages of 14 and 20 named below, made major contributions in the development and launch of this curriculum, including: writing and editing; design consultation; outreach and launch preparations; and planning for policymaker engagement. Their hard work and creativity through the duration of their four-month fellowship was invaluable.

Awaneh Sawaneh
Jada Norris
Jenari Mitchell
Q García Geary

Campaigns and Digital Strategies: Kirstin Brockenborough
Design and Production: Beth Stover
Illustrations: Kah Yangni
Line Illustrations: Elise Korfonta

We gratefully acknowledge the following Center colleagues who provided leadership as well as editorial, communications, and development assistance: Adaku Onyeka-Crawford, Arvia Walker, Amanda Fins, Gillian Branstetter, Olympia Feil, Pamela McKee, Kim Nakashima, Hilary Woodward, Una Iyer, Emily Martin, and Fatima Goss Graves. We are extremely grateful to Adalphie Johnson and Rebecca York of SMYAL for helping coordinate the Brick by Brick Youth Advocacy Fellowship, and for ensuring our initial curriculum development survey reached youth across the country. A special thank you to activist Samy Figaredo for providing insight that helped shape this project at its inception.

This report would not have been possible without the generous support of the NoVo Foundation, Grantmakers for Girls of Color, and Pride Law Fund. The recommendations of this curriculum are those of the authors alone, and do not necessarily reflect the views or positions of the funders.

DISCLAIMER: While text, citations, and know-your-rights materials are, to the best of the authors’ knowledge, current as of the date the report was prepared, there may be subsequent developments, including legislative actions and court decisions, that could alter the information provided herein. This curriculum does not constitute legal advice.
COMMON CORE STATE STANDARDS

CCSS.ELA-INFORMATIONAL-TEXT.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-INFORMATIONAL-TEXT.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-INFORMATIONAL-TEXT.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-INFORMATIONAL-TEXT.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.

CCSS.ELA-WRITING.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.2**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-SPEAKING-AND-LISTENING.SL.8.5**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**CCSS.ELA-SPEAKING-AND-LISTENING.SL.9-10.1**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSS.ELA-SPEAKING-AND-LISTENING.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.

**CCSS.ELA-HISTORY-SOCIAL-STUDIES.RH.9-10.6**
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.