

FIGURE 1. Four Types of Curriculum Audits

TYPE OF AUDIT	ESSENTIAL QUESTIONS	SUBJECTS OF INQUIRY
Diversity <i>The presence in the curriculum of individuals representing multiple backgrounds, identities, perspectives, or experiences within a group.</i>	Which backgrounds, identities, perspectives, and experiences are represented in our curriculum? Which aren't? How diverse should the curriculum be?	<ul style="list-style-type: none">• Unit topics• Curriculum materials, including assigned readings
Inclusion <i>Integration of individuals—especially members of groups that have been historically marginalized—into a system.</i>	Do learners see their own experiences reflected <i>and</i> see experiences that are different from their own? Are historically marginalized groups represented in ways that are rich, affirming, and accurate?	All of the above AND: <ul style="list-style-type: none">• Student experiences• Family experiences• Alumni experiences• Local communities• Current events
Equity <i>Building systems to ensure that members of a community can meaningfully participate and fully access benefits without undue burdens.</i>	What does it mean to engage with this curriculum? Who can engage fully? Partially? Not at all? What are the benefits of this curriculum? Who can access those benefits? Who must take on additional burdens to gain access? Who can't access them at all?	All of the above AND: <ul style="list-style-type: none">• Lessons• Assignments• Projects• Assessment systems• Length of units• Course sequences
Justice <i>Righting wrongs, healing and preventing harm, and creating new systems that promote joy, thriving, belonging, and liberation.</i>	What harms has this curriculum caused? What can we do to hold ourselves accountable, heal the harm, and prevent further harm? What new curriculum can we build to foster joy, thriving, belonging, and liberation?	All of the above AND: <ul style="list-style-type: none">• School mission and values• Unstated assumptions about what's good/bad, right/wrong, and normal/other• Plans of care for those who experienced harm• Plans of accountability for those who perpetrated harm