

Amherst Public Schools - Amherst Regional Schools - Pelham Elementary Social Justice Commitment						Grades 3-5
Students' Commitment to Social Justice & Equity: <u>Development of Values, and Attitudes</u>	Teacher Actions	Examples of School Community Action*	Resources/ Materials	Administrative Actions	Parent/ Guardian Roles	Correlating ARPS Standards of a Multicultural School System

<p>Interdependent deepened by sense of social justice and world consciousness</p> <ul style="list-style-type: none"> ▪ Growing interest in world events ▪ Growing sense of justice ▪ Willingness to speak up for others ▪ Deepening their own cultural and political value 	<ul style="list-style-type: none"> ▪ Teachers provide students opportunities to experience empathy (ie: reading, simulations..) and understand oppression and privilege ▪ Teachers use teaching strategies (cooperative groups) to promote... egalitarianism 		<ul style="list-style-type: none"> ▪ ARPS Social Studies Units (develop questions relevant to social justice themes for read-alouds and independent texts) 	<ul style="list-style-type: none"> ▪ Administrators continually examine the personal, social, cognitive consequences of policies, institutional practices in order to promote equity in schools... structural changes are made accordingly ▪ Devote staff meetings & grade level meetings to becoming familiar with this document & reading related articles / books, etc. 	<ul style="list-style-type: none"> ▪ All parents are involved in meaningful ways in school policy & decision making ▪ Provide opportunities and access for active involvement in the life of the school/classroom of ALL parents/guardians "whose racial and cultural diversity is reflective of that of the community" (Standards of a Multicultural School System) 	
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				<ul style="list-style-type: none"> ▪ Raise such topics in developmentally appropriate ways at all school assemblies ▪ Help support teachers in accessing materials that represent ▪ Administration support with attending workshops /implementing Responsive Classroom Approach 	<ul style="list-style-type: none"> ▪ Invite parents/ guardians to participate in simulations and discussions related to identifying emotional responses to conflict in books and real life. 	
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<p>Who Am I - Where Do I Fit?</p> <ul style="list-style-type: none"> ▪ Aware of personal prejudices that others hold; begin to confront their own 	<ul style="list-style-type: none"> ▪ Teacher interrupts derogatory comments 	<ul style="list-style-type: none"> ▪ Students interrupt derogatory comments ▪ Students counteract stereotypes 				
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<ul style="list-style-type: none"> ▪ Developing capacity for deeper understanding of injustice (historical, social institutional) ▪ Willing to engage in social action projects 	<ul style="list-style-type: none"> ▪ Teacher discourages exclusive cliques ▪ Teacher counteracts negative messages about particular group identities ▪ Teacher helps students develop strategies & skill for dealing with prejudice & injustice ▪ Teacher uses and supports students use of anti-bias vocabulary ▪ Provide and facilitate the use of templates, graphic organizers, and/or other visual organizational tools that assist students in identifying the expressed emotional responses to conflict of characters in narrative/fiction 		<ul style="list-style-type: none"> ▪ Existing ARPS Curriculum (devise intentional methods of questioning that enhance connections to students' values & attitudes) ▪ Second Step: A Violence Prevention Program for Children ▪ Anti-bullying initiatives ▪ Writing stories through various perspectives 	<ul style="list-style-type: none"> ▪ Continue to closely monitor students' performance and behavior for equitable administrative response and equitable outcomes. ▪ Support with school visits to the Greenfield Center School and Friend's School (Quaker) where Social Justice is built into daily learning ▪ Support community outreach programs especially with ELL parents, low income parents and parents of color 		
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	<ul style="list-style-type: none"> ▪ Facilitating morning meeting/class meeting ▪ Teacher allows students opportunities to share/present on a regular basis on topics such as their heritage, family, etc. 		<ul style="list-style-type: none"> ▪ Sharing literature samples with children that offer similar stories told through multiple perspectives (ex: <i>The True Story of the Three Little Pigs</i>) ▪ Expose children to a wide variety of literature from all genres that relate to social justice issues through reading groups, read alouds with discussion, and having these text available in class library for student use. 	<ul style="list-style-type: none"> ▪ Support multicultural event nights at schools ▪ Ensure equitable distribution of funding for academic support for each school based on academic and socioeconomic need of students and families. (What is equitable is that everyone gets their needs met) 		
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			<ul style="list-style-type: none"> ▪ Modern Cities: Boston/Nairobi Social Studies Unit (Interdependence is a key term for that unit and is listed in the Values & Attitude column for these grade levels. ▪ Investigations math curriculum helps students learn to respect each others ideas, share with one another, be an important individual within an important community. 	<ul style="list-style-type: none"> ▪ Build connections with local higher education departments that support Social Justice practices like the Social Justice Education department at U-Mass 		
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			<ul style="list-style-type: none"> Use of the Story Grammar Marker as an effective tool to solving problems through communication 			
<ul style="list-style-type: none"> Recognizes that all beings are interdependent 						I. Institutional Practices: C, F6 II. Curriculum: A, D, F
<ul style="list-style-type: none"> Recognizes consequences of over using the environment Recognizes the impact of poverty & the need to protect the vulnerable 	<ul style="list-style-type: none"> Teacher helps students construct a positive & knowledgeable identity as a cultural being (historically, politically, ancestrally and socially) Teacher helps students understand poverty & effect (ethical, social, environment) 	<ul style="list-style-type: none"> Students practice democratic processes Students practice non-violent resolution Community Service Learning Projects (<i>needs to be researched further</i>) 	<ul style="list-style-type: none"> Nieto, S. <i>The Light In Their Eyes</i> Paley, Vivian <i>You Can't Say, You Can't Play</i> 			I. Institutional Practices: A2, C, F1, F3, F4, F6, F7 II. Curriculum: A, B, D, C, E, F III. Instruction: A, B, C, D, E, G

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<ul style="list-style-type: none"> ▪ Conformity to social group becomes very important to begin to understand what is expected by the parent & teacher, who they want to please ▪ Values move from ego-centric to ethnocentric 	<ul style="list-style-type: none"> ▪ Teacher provides opportunities to practice democratic processes ▪ Teacher offers examples & models of people who have fought against injustice ▪ Teacher models recognition of social/cultural privilege ▪ Teacher notes and empowers students whose voices are silenced. 					
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* These examples are meant to be illustrative, *not* prescriptive. Actions should arise from a convergence of student & teacher interest / need and curricular objectives.

