

Amherst Public Schools - Amherst Regional Schools - Pelham Elementary Social Justice Commitment						Grades 9-12
Students' Commitment to Social Justice & Equity: <u>Development</u> of Values, and Attitudes	Teacher Actions	Examples of School Community Action*	Resources/ Materials	Administrative Actions	Parent/ Guardian Roles	Correlating ARPS Standards of a Multicultural School System

<ul style="list-style-type: none"> ▪ Develop a commitment to social justice and equity. ▪ Embrace the realities of inequities currently in existence and deepen empathy towards others. ▪ Deepen their understanding of various factors defining their racial, ethnic, class, cultural, gender, physical size and ability, religious, academic, linguistic, and sexual orientation identity, as well as areas of special need. ▪ Express concern about injustice and inequality. ▪ Promote a culture of tolerance, nonviolence, and peace. 	<ul style="list-style-type: none"> ▪ Provide students with <ul style="list-style-type: none"> - opportunities to learn about: - the mechanisms (legal, institutional, economic, social, cultural) used by societies to privilege some groups over others - the role of media in shaping perspective and bias about the privileged and the marginalized. - how the points of views & cultural practices of dominant groups are normalized and the points of view of marginalized groups are silenced - how privileged groups use the government to advance their agendas and protect their interests 		<ul style="list-style-type: none"> ▪ ARHS Program of Studies. Course selections in all subject areas ▪ PPS online Teacher resource ▪ Renee White-Clark, (2005), "Training Teachers to Succeed in a Multicultural Climate." <i>Principal</i>, March/April, pp.40-44. ▪ Rothstein, Richard. <i>Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap</i>, Washington: Teachers College, 2005. ▪ Adams, Marianne, ed. Et al. <i>Readings for Diversity and Social Justice</i>. New York: Routledge, 2000. 	<ul style="list-style-type: none"> ▪ Provide time for ongoing staff development, including peer mentoring, in social justice content, including issues of privilege, and in managing heterogeneity in the classroom, on curriculum days and at staff meetings. ▪ Provide time for staff to further reflect upon work done in anti-racist training workshops. ▪ Encourage teachers to incorporate social justice themes that are relevant to their curricula. ▪ Support teachers in the implementation of social justice curricula through supervision and evaluation process. 	<ul style="list-style-type: none"> ▪ Participate in school-wide events to share heritage: Diversity Assembly, Latinos Unidos Celebration, Black History Month Assembly. ▪ Participate in Latino Achievement Night. ▪ Participate in Community Thanksgiving Potluck. ▪ Participate in Parent Center. ▪ Participate in student-initiated community action plans. ▪ Contribute resources and expertise on community-based actions. 	<p>I. Institutional Practices: A1, A3, B, C, D2, E2, F3, F4, F6</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, D, E, G</p> <p>V. Affirmative Action: E</p> <p>VI. Professional Development: A, B, C, D, F, G</p>
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	<ul style="list-style-type: none"> - how oppressed groups have resisted. ▪ Addresses and challenges institutional injustices. ▪ Models and expects students to use age-appropriate anti-bias vocabulary. ▪ Models interruption of derogatory speech and/or actions; establishes expectation for students to act similarly. ▪ Deconstructs stereotypes; provides information about individuals within specific groups who refute these stereotypes. 		<ul style="list-style-type: none"> ▪ Jost, Muktha, Whitfield, Edward L., Jost, Mark. "When the Rules are Fair but the Game Isn't" <i>Multicultural Education</i>, Fall 2005 ▪ Ayers, Hunt and Quinn, eds. <i>Teaching for Social Justice</i>. New York: The New Press. 1998. ▪ Tatum, Beverly Daniel. "Why Are All the Black Kids Sitting Together in the Cafeteria?" and <i>Other Conversations About Race</i>. New York: Basic Books, 1997. ▪ Fleming, Maria, ed. <i>A Place at the Table: Struggles for Equality in America</i>. Southern Poverty Law Center: 2002. 	<ul style="list-style-type: none"> ▪ Create respectful and productive mechanisms for airing discussions re the staff's learning and group interactions. ▪ Demonstrate understanding of economic disparities in apportioning budget and access to resources. ▪ Ensure participation on major committees is representative of the diversity of the school. ▪ Provide and publicize a means for students and staff to bring concerns about inequitable treatment or discrimination for resolution. 	<ul style="list-style-type: none"> ▪ Participate in potlucks, BBQs and attend student performances. 	
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	<ul style="list-style-type: none"> ▪ Establishes classroom expectations of respect for student differences in background and learning style ▪ Develops curriculum that ensures student physical and emotional safety when sharing their thoughts and feelings. ▪ Develops curriculum and classroom practice grounded in the life of student experiences. ▪ Helps students understand the correlation between years of schooling and job and housing opportunities, access to health care and other community resources. 		<ul style="list-style-type: none"> ▪ Carnes, Jim. <i>Us and Them: A History of Intolerance in America</i>. New York: Oxford University Press, 1999 ▪ -Giecek, Tamara Sober. <i>Teaching Economics as if People Mattered</i>. United for a Fair Economy, 2000. ▪ Wexler, Sanford. <i>An Eyewitness History of the Civil Rights Movement</i>. Checkmark Books, 1993. ▪ Zinn, Howard. .. <i>The 20th Century: A People's History</i>. Harper Collins, 1998. ▪ Current Coursework ▪ Cambodian Studies ▪ Native American Studies 			
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	<ul style="list-style-type: none"> ▪ Provides opportunities for students to recognize and examine social inequality, answering the questions: Who benefits? Who is marginalized? How could things be done differently? ▪ Uses Socratic discussion method. ▪ Utilizes journaling and other reflective activities. ▪ Demonstrate and facilitate conflict resolution practices. 		<ul style="list-style-type: none"> ▪ Puerto Rico Studies 			
<ul style="list-style-type: none"> ▪ Develop and demonstrate a commitment to the eradication of poverty as an ethical, social and environmental imperative. 	<ul style="list-style-type: none"> ▪ Coordinates student-driven collaboration with community, ex. A cultural calendar, mural painting, video projects, cultural Thanksgiving celebration. 		<ul style="list-style-type: none"> ▪ Anti-Bullying initiatives. ▪ SIOP training (Sheltered Immersion) ▪ GLSEN Safe Schools training (from Gay, Lesbian & Straight Education Network) 			<p>I. Institutional Practices: A2, C, D2, D3, F1, F2, F3, F4, F5, F6, F7, G1, G3</p> <p>II. Curriculum: A, B, C, D, E, F</p> <p>III. Instruction: A, B, C, D, E, F, G</p>

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<ul style="list-style-type: none"> ▪ Build democratic societies that are just, participatory, sustainable, and peaceful. ▪ Recognize inequities of opportunity resulting from class differences; and work to rectify these. ▪ Understand the interaction between individuality and group membership. ▪ Willingness to take action against inequity. ▪ Prevent harm as the best method of environmental protection, and when knowledge is limited, apply a precautionary approach. 	<ul style="list-style-type: none"> ▪ Uses project based learning and inquiry based learning to foster social action plans. ▪ Invites community-based equity activists to dialogue and collaborate with students ▪ Encourages collaborative work with parents of all socio-economic backgrounds using community resources. ▪ Provides opportunities for students to assess and address community needs, ex. Holiday gift making for Grace House, video programs created and aired on ACTV, Esperanza Ecuadorian Shoe Project educational outreach. 		<ul style="list-style-type: none"> ▪ GLBT Youth Literature: Peters, Julie Anne. <i>Luna</i> ▪ <i>Keeping You a Secret.</i> ▪ <i>Far from Xanadu</i> ▪ Garden, Nancy. <i>Annie on My Mind.</i> ▪ Levithan, David. <i>Boy Meets Boy.</i> ▪ Create sustainable school based leadership for research. ▪ Greenfield Community College Outdoor Leadership Program ▪ Ropes Course at the Notch ▪ Annual Challenge Day 			<p>I. Institutional Practices: A3, B, C, F4, F6</p> <p>II. Curriculum: A, C, D, E, F</p> <p>III. Instruction: A, B, D, E</p>
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<ul style="list-style-type: none"> ▪ Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life. ▪ Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being. ▪ Advance the study of ecological sustainability. 	<ul style="list-style-type: none"> ▪ Encourage students as co-learners in critical inquiry. ▪ Creates opportunities for students to initiative, organize and implement social change on all levels, from the classroom to the school, community, and beyond. ▪ Engages in practices of reducing, re-using and recycling. ▪ Provide recycling & composting opportunities throughout the building. ▪ Provide resources concerning current efforts to maintain the Earth's ecology. ▪ Educates about the economic, cultural, and political impacts of globalization and fossil energy use. 					<p>I. Institutional Practices: A2, C, F1, F3, F4, F6, F7, G1, G3, G4</p> <p>II. Curriculum: A, B, D, E, F</p> <p>III. Instruction: A, B, C, F, G</p>
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	<ul style="list-style-type: none"> ▪ Fosters ways to act critically and authentically to minimize individual and communal impacts on environmental processes. ▪ Increase awareness about sustainable use practices and policies. 					
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