

Amherst Public Schools - Amherst Regional Schools - Pelham Elementary Social Justice Commitment						Grades PreK - 2
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>Aware of Self and Curious About Others</p> <ul style="list-style-type: none"> ▪ Develops sense of self including capacity to describe physical features of themselves, their cultural identity, and their individual and group identities. ▪ Develops awareness of and curiosity about the similarities and differences of all humans. ▪ Develops understanding of friends and friendship. ▪ Develops emotional awareness of personal associations with different groups. 	<ul style="list-style-type: none"> ▪ Increases own awareness of personal assumptions and attitudes towards diversity. ▪ Encourages children's questions and builds a "common language" ▪ Builds on understanding and knowledge of authentic, meaningful and accurate information and shares it with students. Understands that informed teacher perceptions result in consistent high expectations and visible, "culturally relevant" instruction with all students. Increases awareness of 	<ul style="list-style-type: none"> ▪ Partnerships: AEF, 5 Colleges ▪ Community Potluck ▪ Community Projects 	<ul style="list-style-type: none"> ▪ Classroom libraries, literature, and materials need to represent the diversity of all children: linguistic cultural and physical differences. ▪ Second Step: A Violence Prevention Program for Children ▪ ARPS Social Studies Units K-2: K – Friends – what is a friend, how can I be a friend, how can I make friends. 1st – Families – Needs, wants, shelter for families; compare own families, 	<ul style="list-style-type: none"> ▪ Organizational structure of schools ensures that decision-making is widely shared so all stakeholders have an opportunity and a voice regarding school decisions and that ALL members of the school community learn collaborative skills in order to create a safe, caring environment that is focused on students' strengths and capacities. 	<ul style="list-style-type: none"> ▪ Fosters and seeks support for fostering friendships of child(ren). ▪ Participates in learning/discussions about the social contexts of learning in our schools, community service action, social justice concepts and initiatives. ▪ Participates in school-wide events to share heritage through storytelling and other Family Night programs. ▪ "Star of the Week" 	<p>I. Institutional Practices: A1. A2, A3, C, F3, F6</p> <p>II. Curriculum: D, F</p> <p>III. Instruction: A, I</p> <p>VI. Professional Development: A</p>
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	<p>prevailing social values and how they are transmitted in education.</p> <ul style="list-style-type: none"> ▪ Interacts with students' families in authentic, respectful ways. i.e.: honors pluralism ▪ Affirms identity of each child and family and helps students explore themselves and their families. ▪ Fills environment with sights, sounds, smells of people of different ethnicities, backgrounds & cultures ▪ Provides meaningful opportunities for students to explore other cultures (i.e. not as a "tourist" but as experiential, 		<p>cultures, and traditions to those of families in Puerto Rico and Japan. www.taino-tribe.org/jatiboni.html http://web-japan.org/kidsw eb/</p> <ul style="list-style-type: none"> ▪ Literature for K-2 social studies curriculum in Elementary Folder of Kurzweil on district network. ▪ Literature told through multiple perspectives ie. theme of working together – The Giant Pumpkin, The Giant Turnip, The Farmer and The Watermelon; Chinese New Year derivations 	<ul style="list-style-type: none"> ▪ Demonstrates, supports, and explains commitment to social justice to school, parents, & community. ▪ Leadership facilitates coordinated communication linkages (preK-12) between school buildings/ levels and central office. ▪ Include SJC position statement in the School Improvement Plan and in additional work with School Councils. 	<ul style="list-style-type: none"> ▪ Understands that the greatest cognitive growth for their children occurs through social interaction. ▪ Models for children collaborative problem-solving, curiosity, understanding of others, respect for differences. 	
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	<p>hands-on learning incorporated into existing curriculum).</p> <ul style="list-style-type: none"> ▪ Acknowledges the differences children bring to school and differentiates for strengths, needs, learning profiles, interests, talents, learning styles, etc. ▪ Understands how students' identities influence how they learn and engage in learning. ▪ Holds high expectations for all students and makes those expectations visible and valued. ▪ Thinks critically about teaching in renewed ways. 		<p>– The Cat and The Rat, The Emperor's Tale, etc.</p> <ul style="list-style-type: none"> ▪ Educators for Social Responsibility (ESR) Cambridge, Ma. educators@esrnational.org for curriculum and professional development on diversity, peace education, and mediation. ▪ Cowhey, Mary. <i>Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades</i>. Maine: Stenhouse, 2006. 	<ul style="list-style-type: none"> ▪ Supports teachers' time and effort to think critically about teaching for socially just outcomes. ▪ Provides staff meetings and grade level meetings to review the SJC and add resources and materials for each grade level. 		
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			<ul style="list-style-type: none"> ▪ <i>Other People's Children – Cultural Conflict in the Classroom</i>; Lisa Delpit ▪ York, Stacey <i>Roots and Wings: Affirming Culture in Early Childhood Programs</i>. Mt. Rainier, 1991. 			
<p>They Ask and Assess: What is Fair? What is Not?</p> <ul style="list-style-type: none"> ▪ Learns to be inclusive of others in work and play and develops awareness of how others can contribute to learning, thinking, and playing. 	<ul style="list-style-type: none"> ▪ Builds classroom community with students, guiding fair and consistent development and application of established rules. ▪ Facilitates morning meeting and class meetings to foster classroom community building and to practice active 	<ul style="list-style-type: none"> ▪ Supports teachers and students in active roles to define needs and goals for classroom community. ▪ Supports active roles of teachers and students to collaborate on creation of classroom rules or plan to meet goals. 	<ul style="list-style-type: none"> ▪ Anti-Bias Curriculum (ABC Book & Video) ▪ PBS Teacher Source (link for PreK-2 resources) ▪ <i>Mufaro's Beautiful Daughters</i> 	<ul style="list-style-type: none"> ▪ Offers professional development programs that help teachers develop the knowledge & skills needed to modify their instruction so that ALL students (groups/ cultures) will have an 	<ul style="list-style-type: none"> ▪ Receives copies of classroom rules or contracts and reviews them with child(ren). 	<p>I. Institutional Practices: A3, B, C, F3, F6, F7</p> <p>II. Curriculum: F</p> <p>III. Instruction: A, B</p> <p>VI. Professional Development: B, C, D, F</p>

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<ul style="list-style-type: none"> ▪ Learns to take active roles to define needs and goals for classroom community and to collaborate on creation of classroom rules or plan to meet goals. ▪ Develops sense of personal and moral indignation and learns socially responsible ways to express feelings, needs, compassion, and injustices. 	<p>listening, use common language and respect for others' ideas.</p> <ul style="list-style-type: none"> ▪ Facilitates active roles of students to define needs and goals for classroom community and to share in creation of classroom rules or plan to meet goals. ▪ Welcomes discussions on social justice. ▪ Initiates and carries out developmentally appropriate activities that question and take action against injustice. ▪ Creates flexible groupings of students for differentiation of interests, readiness, and learning profiles as well as for opportunities to work with a 	<ul style="list-style-type: none"> ▪ Participates in class meetings and whole school events to problem solve and honor responsiveness to needs of one another. ▪ Holds group meetings/discussions to practice active listening, respect for others' ideas. ▪ Explores ways in which our own community's needs are not being met. 	<ul style="list-style-type: none"> ▪ Pro-Social developmental guidance ARPS ▪ Social Studies Units K-2. ▪ Teaching From the Heart ▪ Responsive Classroom - Northeast Foundation for Children, Inc. www.responsiveclassroom.org ▪ Adams, M., Bell, L. A., & Griffin, P. (Eds.). <i>Teaching for Diversity and Social Justice: A Sourcebook for Teachers and Trainers</i>. New York: Routledge. 1997. 	<p>equal/ equitable opportunity to learn in their classroom.</p> <ul style="list-style-type: none"> ▪ Explores ways in which our own community's needs are not being met. ▪ Supports design and creation of lunchroom environments with adequate staffing and facilities that foster safe and equitable environments for all students. 	
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	variety of peers in cooperative learning situations.		<ul style="list-style-type: none"> Field trips designed to extend and engage multicultural experiences. 			
Identify Feelings of Self and Others <ul style="list-style-type: none"> Judges right from wrong and logical consequences. Learns to acknowledge feelings, perspective taking, problem solving, empathy, impulse control, and anger management. Learns pro-social ways to express their feelings when they want something or are hurt. 	<ul style="list-style-type: none"> Models acceptable ways of expressing feelings and requests support of students from Guidance as beneficial. Models justice and interrupts injustice. Models using "I" statements to express feelings and perspectives. Communicates using positive, nonverbal messages. 	<ul style="list-style-type: none"> Practices and upholds behavioral social skills school-wide. 	<ul style="list-style-type: none"> Second Step: A Violence Prevention Program for Children Pro-Social developmental Guidance Bully Free Schools Initiative and zero tolerance policy upheld. 	<ul style="list-style-type: none"> Provides necessary funding for needed resources & materials. Hosts event to share information and video on Second Step Program. 	<ul style="list-style-type: none"> Views Family Overview Video of Second Step Program. Uses take home materials and activities provided in family letters from Second Step Program. Understands that to be successful academically and socially, children need a set of social skills: 	I. Institutional Practices: B, F3, F6, F7 II. Curriculum: F III. Instruction: A, B, D

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<ul style="list-style-type: none"> ▪ Learns strategies to manage feelings. ▪ Learns to listen to others and practice interactive listening skills. ▪ Learns what makes us feel proud. ▪ Learns that one's actions can affect another person. 	<ul style="list-style-type: none"> ▪ Identifies and practices using active listening skills. ▪ Empowers students to problem-solve, address conflict, interrupt injustice. ▪ Identifies positive responses for dealing with disappointment. ▪ Provides opportunities to role play different scenarios that address how we interact, how it feels to be excluded, and other relevant issues that come up in the classroom. 		<ul style="list-style-type: none"> ▪ Glenn, H.S., <i>Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People</i>. Cal: Prima Publishing. 		<p>cooperation, assertion, responsibility, empathy, and self-control.</p>	
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	<ul style="list-style-type: none"> Engages in role-playing scenarios and authentic class situations to model effective strategies from Second Step. Hosts event to share information and video on Second Step Program. Includes and validates parent and family involvement in classroom routine activities and events. 					
<ul style="list-style-type: none"> Develops understanding of family's culture (language, traditions, values, social relationships, worldview, lifestyles) and begins to share and celebrate that as part of who they are. 	<ul style="list-style-type: none"> Models respectful ways to ask about cultural differences. Seeks information and includes students' families in discussions of culture, heritage, and family. 	<ul style="list-style-type: none"> Hosts and attends cultural events for students, parents, and community at large. 	<ul style="list-style-type: none"> Video: <i>It's Elementary – Talking About Gay Issues in Schools</i> 	<ul style="list-style-type: none"> Take steps to incorporate ALL staff (i.e.: custodians, paraprofessionals, etc.) and families into a vital/inclusive community. 	<ul style="list-style-type: none"> Supports multicultural education by sharing family heritage/culture in child's classroom. Demonstrates awareness of "isms" and increases awareness and use of 	<p>I. Institutional Practices: A2, E1, F3, F4, F6, F7</p> <p>II. Curriculum: F</p> <p>III. Instruction: A, B, D</p> <p>VI. Professional Development: D</p>

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<ul style="list-style-type: none"> ▪ Begins to be aware of the cultural aspects of gender and ethnic identity in themselves and others. ▪ Engages in simple problem-solving techniques regarding teasing & rejection of self & others. 	<ul style="list-style-type: none"> ▪ Uses anti-bias vocabulary and language ▪ Uses he/she interchangeably for animals and inanimate objects in stories and pictures. ▪ Notices and encourages discussion around stereotypes and inaccurate information in literature. ▪ Models and facilitates problem-solving as members of a learning community. ▪ Engages in role-playing scenarios and authentic class situations to model effective problem solving strategies from Second Step and with guidance support. 	<ul style="list-style-type: none"> ▪ Becomes aware of activities around the world and in our immediate community (as age appropriate) and explores roles in addressing social injustices. 	<ul style="list-style-type: none"> ▪ www.teachingtolerance.org from the Southern Poverty Law Center publishes free magazine and teacher resources. ▪ <i>Project Wild</i> – http://www.tpwd.state.tx.us/learning/project_wild/ links to curriculum, games, and projects related to understanding how human activities impact conservation, the environment, habitats, native species of plants and animals and natural history. 		<ul style="list-style-type: none"> anti-bias language. ▪ Newsletter updates from counselor ▪ “Games Day” declared by families 	
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	<ul style="list-style-type: none"> ▪ Demonstrates interconnectedness of individual actions on the group by: storytelling, games, role-playing. ▪ Demonstrates that inaction can support a negative feeling or negative action. ▪ Identifies and celebrates the intellectual legacies of various groups. 					
<ul style="list-style-type: none"> ▪ Builds awareness that using 'all' or 'never' to describe actions and habits of others contributes to inaccuracies. ▪ Develops beginning understanding of stereotyping. 	<ul style="list-style-type: none"> ▪ Builds on understanding and knowledge of authentic, meaningful and correct information and shares it with students. 	<ul style="list-style-type: none"> ▪ Invites and supports group actions to counter injustice – letter writing unit to focus on social justice issues in class, school-wide or in greater society to learn the power of collectively or individually making a difference. 	<ul style="list-style-type: none"> ▪ Existing instructional material (develop questions relevant to social justice themes for read-alouds and early independent texts) 	<ul style="list-style-type: none"> ▪ Oversees alignment & transparency. ▪ Supervises staff and administrative responses related to disciplinary referrals and assessment for proportional representation 	<ul style="list-style-type: none"> ▪ Supports child(ren) in developing and practicing self-advocacy skills. 	<p>I. Institutional Practices: A3, E2, F3, F4, F5, F6, F7</p> <p>II. Curriculum: E, F</p> <p>III. Instruction: A, B, D</p> <p>VI. Professional Development: A, F</p>

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<ul style="list-style-type: none"> ▪ Develops understanding that prejudice is not a fixed characteristic within us. ▪ Begins to learn self-advocacy and advocacy for a peer group or classroom community, and begins to speak up for self and others. 	<ul style="list-style-type: none"> ▪ Increases awareness and understanding of “-isms” and prejudice. ▪ Acknowledges and is responsive to diversity of interactional and communication styles in the cultures represented by students and families. ▪ Interrupts and addresses hurtful put-downs and models proactive problem solving. ▪ Uses variety of words to describe actions and habits of others avoiding the use of ‘all’ and “never.” 		<ul style="list-style-type: none"> ▪ http://www.understandingprejudice.org/ - a web site for students, and teachers on the causes and consequences of prejudice; more than 2,000 links to prejudice-related resources, as well as searchable databases with hundreds of prejudice researchers and social justice organizations. ▪ Bisson, J. <i>Celebrate: An Anti-Bias Guide to Enjoying the Holidays in Early Childhood Programs</i>. St. Paul, MN: Redleaf Press. 1997. 	<p>of groups of children and effectiveness of school follow through and resolution.</p>		
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	<ul style="list-style-type: none"> Identifies and removes stereotypic materials from the classroom and uses non-stereotypic multicultural materials in the classroom. Fosters students' recognition of bias in relation to literature, actions, and experiences. 		<ul style="list-style-type: none"> Lee, Enid (Ed.). <i>Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development</i> (2nd ed.). Washington, DC: Teaching for Change. 2002. 			
<p>All Beings are Interdependent and the World's Resources are Limited.</p> <ul style="list-style-type: none"> Recognizes the Earth is our home and develops understanding of why we need to protect it and then how to protect it. 	<ul style="list-style-type: none"> Nurtures child's appreciation of Nature. Promotes and upholds a classroom environment of nonviolence and peace. 	<ul style="list-style-type: none"> Engages in practices of reducing, re-using & recycling. Recognizes environmental issues and renewable resources for effective use. 	<ul style="list-style-type: none"> ARPS Social Studies Units K-2: Environmental and climatic features of world. K – Wood 1st – Weather, Rainforest 	<ul style="list-style-type: none"> Takes planning initiatives to visit green schools and adapt green school practices. 	<ul style="list-style-type: none"> Shares responsiveness to issues that impact on environment and begins to make responsible decisions (e.g. packing trash-free lunches, 	<p>I. Institutional Practices: 6</p> <p>II. Curriculum: D, F</p>

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<ul style="list-style-type: none"> ▪ Develop ways to think critically about causes and learns through developmentally appropriate activism. ▪ Begins to recognize impact on environment and begin to make responsible decisions. 	<ul style="list-style-type: none"> ▪ Educates and models that resources are limited. ▪ Establishes and models ways to reduce environmental impact – recycle in classroom, bring environmentally responsible lunches, look at packaging and learn to make responsible purchasing decisions. ▪ Fosters ways to think critically about causes and support learning through activism with strategies of reading, writing speaking, singing, listening, researching, asking questions, noting observations, etc. 	<ul style="list-style-type: none"> ▪ Celebrates Earth Day as a school wide or community event. ▪ Makes posters or banners, raises money, and exercises critical thinking to engage in personal and community experiences that extend globally. ▪ Supports creation and use of community gardens for sustainable produce. 	<ul style="list-style-type: none"> ▪ 2nd – Desert ▪ <i>50 Simple Things Kids Can Do to Save the Earth</i> by Earth Works Group -Explains how specific things in a child's environment are connected to the rest of the world, how using them affects the planet, and how the individual can develop habits and projects that are environmentally sound. ▪ <i>Kids Take Action: Community Service Learning Projects K-8</i> by Pamela Roberts: 	<ul style="list-style-type: none"> ▪ Establishes and models protocols for recycling, composting and energy efficiency within our schools. ▪ Supports professional development in environmental studies. ▪ Encourages best practices in terms of the environment throughout the district (using locally grown produce, creation of school gardens, reducing consumption, providing recycling containers at school 	<p>bringing own bags to the store, etc.).</p>	
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	<ul style="list-style-type: none"> ▪ Uses project based learning and community service learning initiatives to foster inquiry based learning and social action. ▪ Teaches strategies to write <i>How To</i> books, <i>All About</i> books, and poetry on topics that reflect an angle of personal, community or global meaning and significance. 		ideas for community service learning projects.	community events, educating families).		
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