



LESTER C. NOECKER SCHOOL

ROSELAND SCHOOL DISTRICT

Integrated Inclusivity Curriculum

Kindergarten - Sixth Grade
September 2021



Approved by the Roseland Board of Education September 2021
Deanne Somers, Superintendent

With special appreciation to Inclusivity and Grade Level Literacy Team Committees

"Inclusion is opening our minds to new possibilities, making room for different perspectives and enriching the experience for everyone along the way."

- Lisa Friedman

"Whenever people listen to one another humbly and openly, their shared values and aspirations become all the more apparent. Diversity is no longer seen as a threat, but as a source of enrichment."

- Pope Francis

WHY DIVERSITY AND INCLUSION?

Beginning in the 2021-2022 school year, Assembly No. 4454 requires school districts to include instruction on diversity and inclusion as part of implementation of New Jersey Student Learning Standards. Each school district incorporates instructions on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

As per 4454-R, the instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole;
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Our Goal is to nurture understanding of others' experiences and perspectives by increasing conversation and instruction around diversity, respect, tolerance, and inclusivity.

WHAT IS INCLUSIVE EDUCATION?

Inclusive education means different and diverse students learning side by side in the same classroom. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays.

Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students. (Open Society Foundations, 2019)

WHY IS INCLUSIVE EDUCATION IMPORTANT?

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. (Open Society Foundations, 2019)

DEFINING TERMS



Windows And Mirrors And Sliding Glass Doors: Ensuring Students See Themselves And Others In Literature by [Cathy Potter \(2019\)](#)

In 1990, Dr. Rudine Sims Bishop published an essay about the importance of providing young readers with diverse books that reflect the “multicultural nature of the world” in which we live.

In the essay, Dr. Bishop coined the phrase “Windows, Mirrors and Sliding Glass Doors” to explain how children see themselves in books and how they can also learn about the lives of others through literature.

Dr. Bishop makes the point that it’s crucial for children from marginalized groups to view themselves in the books they read.

When books don’t serve as mirrors to children, Bishop says, “They learn a powerful lesson about how they are devalued in society.”

In addition to acting as mirrors, books can also serve as windows that give readers a glimpse into the lives and experiences of others.

Educators have the critical task of making sure our students have access to books in our “classrooms and libraries that serve as both windows and mirrors.

Literature is a powerful tool for building empathy, understanding, and compassion in our students.

As Dr. Bishop explains, “When there are enough books available that can act as both mirrors and windows for all our children, they will see we can celebrate both our differences and our similarities.”

Mirror to Sliding Glass Door ([Elizabeth Pelayo 2018](#))

When we walk past a glass door on a sunny day our reflection is the first thing we see; when we open that door we see so much more of the world. Throughout my graduate work instructors would reference a “mirror book,” “window book,” or a “sliding glass door book.” It wasn’t until I was into my own library work that I realized the lines between mirror and window types of books could be blurred, and the blur of the sliding glass door book was more beneficial to me than any type in isolation. By promoting titles that draw readers in through mirroring characters or situations we can challenge readers to walk away with so much more knowledge and empathy for readers unlike themselves.

According to the Oxford Dictionary a mirror is defined as “A thing regarded as accurately representing something else.” Books we read can easily fall into this type if we can see ourselves in the character, setting, or themes. A sliding glass door book was described by Rudine Sims Bishop as a book that “readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author.” These books surround us in what it is like to be a person we are not, and brings a newfound empathy to a situation for us. If we find a title that draws us in as an outsider to the culture and then changes our understanding in a meaningful way that becomes transcending.

Diversity and Multiculturalism ([National Association of Independent Schools, 2021](#))

“**Diversity** is who we are. It is quantitative. It is defined by “otherness.” Most obviously it is determined by race, gender, and culture. On a more subtle level, it includes class, sexual orientation, religion, ability, and appearance. As a democratic nation we define ourselves through diversity. We believe in equal opportunity and equal access. Diversity exists in spite of, and sometimes because of, the action we take.

Multiculturalism is an evolving process. It is qualitative. It is the shift that occurs when we stop defining everyone by one cultural norm and move to an understanding of multiple norms. Critical to this process is the breaking down of systemic barriers to equity and justice. Chief among these are the various “isms,” such as racism and sexism. Multiculturalism exists only when we make an informed commitment to change.

Inclusivity is building and sustaining communities in policies, programs, and practices. Diversity (the numbers) is the foundation from which to establish and sustain inclusivity.”

What is Inclusion? "Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued." This definition comes from *Global Diversity and Inclusion Benchmarks: Standards for Organizations Around the World* by Julie O'Mara, Alan Richter, and 80 expert panelists, sponsored by The Diversity Collegium, 2014. ([link](#))

“**Equity and Justice** focuses on empowerment and co-ownership of the community in strategically building on and sustaining diversity, multiculturalism, and inclusivity.”

CRITICAL PRACTICES FOR ANTI-BIAS EDUCATION

[Critical Practices for Anti-Bias Education \(Teaching Tolerance, 2018\)](#) provides strategies for creating a space where academic and social-emotional goals are accomplished side by side. It also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life by

- building and drawing on intergroup awareness, understanding and skills;
- creating classroom environments that reflect diversity, equity and justice;
- engaging families and communities in ways that are meaningful and culturally competent;
- encouraging students to speak out against bias and injustice;
- including anti-bias curricula as part of larger individual, school and community action;

- supporting students’ identities and making it safe for them to fully be themselves; and
- using instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes.

SOCIAL JUSTICE STANDARDS

The Teaching Tolerance Anti-bias Framework is a set of 20 anchor standards and 80 grade-level outcomes organized into four domains—Identity, Diversity, Justice and Action—that reflect the desired impact of successful anti-bias and multicultural education on student personal and social development. The standards and grade level outcomes provide a common language and organizational structure.

IDENTITY ANCHOR STANDARDS

1. Students will develop positive social identities based on their membership in multiple groups in society.
 - K-2 Identity 1: I know and like who I am and can talk about my family and myself and name some of my group identities.
 - 3-5 Identity 1: I know and like who I am and can talk about my family and myself and describe our various group identities.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
 - K-2 Identity 2: I can talk about interesting and healthy ways that some people who share my group identities live their lives.
 - 3-5 Identity 2: I know about my family history and culture and about current and past contributions of people in my main identity groups.
3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.
 - K-2 Identity 3: I know that all my group identities are part of me—but that I am always ALL me.
 - 3-5 Identity 3: I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
 - K-2 Identity 4: I can feel good about myself without being mean or making other people feel bad.
 - 3-5 Identity 4: I can feel good about my identity without making someone else feel badly about who they are.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
 - K-2 Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

3-5 Identity 5: I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.

DIVERSITY ANCHOR STANDARDS

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

K-2 Diversity 6: I like being around people who are like me and different from me, and I can be friendly to everyone.

3-5 Diversity 6: I like knowing people who are like me and different from me, and I treat each person with respect.

7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

K-2 Diversity 7: I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

3-5 Diversity 7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

K-2 Diversity 8: I want to know about other people and how our lives and experiences are the same and different.

3-5 Diversity 8: I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

9. Students will respond to diversity by building empathy, respect, understanding and connection.

K-2 Diversity 9: I know everyone has feelings, and I want to get along with people who are similar to and different from me.

3-5 Diversity 9: I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.

10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

K-2 Diversity 10: I find it interesting that groups of people believe different things and live their daily lives in different ways.

3-5 Diversity 10: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

JUSTICE ANCHOR STANDARDS

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

K-2 Justice 11: I know my friends have many identities, but they are always still just themselves.

3-5 Justice 11: I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

K-2 Justice 12: I know when people are treated unfairly.

3-5 Justice 12: I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

K-2 Justice 13: I know some true stories about how people have been treated badly because of their group identities, and I don't like it.

3-5 Justice 13: I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

K-2 Justice 14: I know that life is easier for some people and harder for others and the reasons for that are not always fair.

3-5 Justice 14: I know that life is easier for some people and harder for others based on who they are and where they were born.

15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

K-2 Justice 15: I know about people who helped stop unfairness and worked to make life better for many people.

3-5 Justice 15: I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

ACTION ANCHOR STANDARDS

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

K-2 Action 16: I care about those who are treated unfairly.

3-5 Action 16: I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.

17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

K-2 Action 17: I can and will do something when I see unfairness—this includes telling an adult.

3-5 Action 17: I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.

18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- K-2 Action 18: I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
 - 3-5 Action 18: I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- K-2 Action 19: I will speak up or do something if people are being unfair, even if my friends do not.
 - 3-5 Action 19: I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- K-2 Action 20: I will join with classmates to make our classroom fair for everyone.
 - 3-5 Action 20: I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

The **New Jersey Student Learning Standards Standards in all subject areas** are also integrated in the Roseland Inclusivity Curriculum. New Jersey Student Learning Standards incorporate equity, background knowledge, critical thinking, and perspective. Literacy, Mathematics, Social Studies, Visual and Performing Arts, and Technology are highlighted below.

Noecker School staff have been and will continue to enrich their reading, writing, Social Studies, and other subject areas (as they are revised) to ensure students their [unique mirrors, windows, and doors](#) in texts. Please see Appendix B for *In Progress* additions.

Additionally, annual school events such as the Week of Respect and Multicultural Days will also highlight themes of connection, inclusivity, uniqueness, and diversity.

English Language Arts - The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);

- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The integration of diverse and inclusive texts into Literacy Units in grades kindergarten through six can be found in **Appendix B**. It is a work in progress during the 2021-2022 school year.

Mathematics - The principles for school mathematics address the overarching themes of equity, curriculum, teaching, learning, assessment and technology. (NCTM, 2000).

Equity: Excellence in mathematics education requires equity – high expectations, worthwhile opportunities, accommodation for differences, resources, and strong support for all students.

Social Studies - Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

The integration of diverse and inclusive texts into Social Studies Units in grades kindergarten through six can be found in **Appendix C**. It is a work in progress during the 2021-2022 school year.

Visual and Performing Arts - Arts Education strives to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The **New Jersey Student Learning Standards Standards for 21st-Century Life and Careers** are also integrated in the Roseland Inclusivity Curriculum.

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The 2016 ISTE Standards for Students (International Society for Technology in Education) are standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

One of the ISTE Standards is specific to embracing inclusivity and diversity:

Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

IMPLEMENTATION

Noecker Reads

Noecker Reads is a Trimester Bookshare across grade level bands (K, 1-2, 3-4, and 5-6). Led by homeroom teachers and parent partners, students will have the opportunity to delve into texts aligned to the [Social Justice Standards](#). Scripts, talking points, and texts will be shared with families to support student understanding of the big ideas related to inclusivity and diversity. Please see Appendix A.

Curricular Additions

Each school district is required to incorporate instructions on diversity and inclusion in an appropriate place in the curriculum of students as part of the district's implementation of the New Jersey Student Learning Standards. Noecker School staff have been and will continue to enrich their reading, writing, Social Studies, and other subject areas (as they are revised) to ensure students their [unique mirrors, windows, and doors](#) in texts. Please see Appendix B for *In Progress* additions.

Additionally, annual school events such as the Week of Respect and Multicultural Days will also highlight themes of connection, inclusivity, uniqueness, and diversity.

ASSESSMENT

Students in the Roseland School District benefit from the use of formative, summative, and performance assessments in all content areas. Our integrated inclusivity program has been designed and planned to focus heavily on student understanding and application in authentic and meaningful ways.

APPENDIX A - Noecker Reads Texts

For the 2021-2022 school year, proposed texts identified below. Specific scripts aka “teaching slides” will be provided to families prior to each text being introduced to students.

As units are developed, texts may be revised.

Trimester 1 - texts related to IDENTITY

- K - *Alma* **or** *Your Name is a Song*
- 1st-2nd - [*Gloria and Rosa Make Beautiful Music*](#) ([link](#))
- 3rd-4th - *Where Are You From?*
- 5th-6th - *Island Born*

Trimester 2 - texts related to DIVERSITY

- K - *Love Makes a Family*
- 1st-2nd - *Just Ask*
- 3rd-4th - *I Will Dance*
- 5th-6th - *Love*

Trimester 3 - texts related to JUSTICE and ACTION

- K - *The Water Princess*
 - 1st-2nd - *One Million Men and Me*
 - 3rd-4th - *Something Happened In My Town*
 - 5th-6th - *Resist*
-
- **Week of Respect** (1st week of October) - *The Big Umbrella* - identity - age appropriate, identity, umbrellas/shoes for each classroom

APPENDIX B - Literacy Unit Texts

Grade Level	Reading Unit	Writing Unit
1	Unit 1: Reader Build Good Habits <ol style="list-style-type: none"> 1. Best Place to Read 2. How to Read a Story 3. The Best Book to Read 4. I promise 5. Just Read 6. I promise 7. Read it Don't Eat it 8. Miss Malarkey Leaves no Reader Behind 	Unit 1: Building Good Writing Habits <ol style="list-style-type: none"> 1. The Day you Began 2. A squiggly Story 3. Rocket Writes a Story 4. Ralph Writes a Story 5. Amy the Red Panda
	Unit 2: Word Detectives	Unit 2: Personal Narrative <ol style="list-style-type: none"> 1. When I was Five 2. I Love My Hair. 3. The Little Island 4. My Steps 5. My Big Brother 6. Do Like Kyla
	Unit 3: Fluency Boot Camp	Unit 3: NF Writing all About
	Unit 4: How Stories Go	Unit 4:
	Unit 5: Learning about the Works	Unit 5:
	Unit 6: Meeting the Characters	Unit 6:

Grade Level	Reading Unit	Writing Unit
2	Unit 1: Building a Reading Identity <ol style="list-style-type: none"> 1. Read Anything Good Lately? by Susan Allen and Jane Lindaman: SEL/Reading Identity 2. The Best Place to Read by Debbie Bertram and Susan Bloom: SEL/Reading Identity 3. The Wonderful Book by Leonid Gore: SEL/Reading Identity/Just Right Books 4. Read It, Don't Eat It! by Ian Schoenherr: Caring for Books 5. Wild About Books by Judy Sierra: Just Right Books 6. Aunt Chip and the Great Triple Creek Dam Affair by Patricia Polacco: Growing Love of Books 7. Richard Wright and the Library Card by William Miller: Diversity & Building a Reading Life 8. More Than Anything Else by Marie Bradby: Diversity & Growing Love of Books 9. How to Read a Story by Kate Messner 10. Book by David Miles: Genres 11. Library Book by.... : Genres 	Unit 1: Building a Writing Identity <ol style="list-style-type: none"> 1. Ish 2. The Idea Jar 3. The Best Story 4. A Squiggly Story 5. Nothing Ever Happens on 90th Street 6. Arthur Writes a Story 7. Author a True Story 8. Ralph Tells a Story 9. The Day the Crayons Quit 10. Rocket Writes a Story 11. One Day The End 12. Stuck 13. The Quiet Place

	Unit 2: Reading Detectives	Unit 2:
	Unit 3: Nonfiction Micro Unit	Unit 3: Nonfiction Writing
	Unit 4: Nonfiction	Unit 4: Nonfiction Writing
	Unit 5: Strengthening our Reading Muscles	Unit 5:
	Unit 6: Series Book Clubs	Unit 6:

Grade Level	Reading Unit	Writing Unit
3	Unit 1: Growing Readers <ol style="list-style-type: none"> 1. Be Where your Feet are 2. Weslandia 3. The Invisible Boy 	Unit 1: Growing Writers <ol style="list-style-type: none"> 1. Idea Jar 2. The Best Story 3. Little Read Writing 4. The Whisper 5. From Pictures to Words 6. Any Questions 7. The Word Collector
	Unit 2: Mystery	Unit 2: Personal Narrative
	Unit 3: Reading to Learn	Unit 3:
	Unit 4: Getting to know Characters <ol style="list-style-type: none"> 1. Because of Winn-Dixie 2. Mr. Lincoln's Way 3. Thunder Cake 4. Thank you, Mr Falker 	Unit 4:
	Unit 5:	Unit 5:
	Unit 6:	Unit 6:

Grade Level	Reading Unit	Writing Unit
4	Unit 1: Launching Readers <ol style="list-style-type: none"> 1. Each Kindness 2. Nerdy Birdy 3. The Day you Begin 4. The Name Jar 	Unit 1: Launching Writers
	Unit 2: Fiction	Unit 2: Narrative
	Unit 3: Reading Informational Texts	Unit 3:

	Unit 4: Short Stories	Unit 4:
	Unit 5: Poetry	Unit 5:
	Unit 6: Historical Fiction	Unit 6:

Grade Level	Reading Unit	Writing Unit
5	Unit 1: Launching Readers 1. One Green Apple 2. The Can Man 3. The Proudest Blue 4. The Playbook	Unit 1: Launching Writers 1.
	Unit 2: Exploring Characters	Unit 2: Personal Narrative
	Unit 3: Information Reading	Unit 3: Information Writing
	Unit 4: Fantasy Book Clubs	Unit 4:
	Unit 5:	Unit 5:
	Unit 6:	Unit 6:

Grade Level	Reading Unit	Writing Unit
6	Unit 1: Launching Readers	Unit 1:
	Unit 2:	Unit 2:
	Unit 3:	Unit 3:
	Unit 4:	Unit 4:
	Unit 5:	Unit 5:
	Unit 6:	Unit 6:

APPENDIX C - Social Studies Texts

Under development during the 2021-2022 school year as the curriculum is to be updated to 2020 NJSLs.

*additional content areas will be added as curriculum is revised

APPENDIX D- TEACHING STRATEGIES

Exploring Texts Through Read Alouds (K-2)

Inspire Young Readers With Strategies That Help Them Define Text Types, Examine How Text Structure Affects Meaning, And Identify Audience And Purpose.

- [Anchor Charts](#)
 - R.K-2.4, L.K-2.4, L.K-2.5
- [Creating Questions To Engage Critically With Texts](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6
- [Developing Language To Talk About Texts](#)
 - RI.K-2.3
- [Examining Texts](#)
 - RI.K-2.5, RI.K-2.6, RI.K-2.5, RI.K-2.6
- [Liberation Literature And Counter-narratives](#)
 - RI.K-1.1
- [Realia](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.1, RI.K-2.2, RI.K-2.3
- [Student Journals](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.7, RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.7, W.K-2.2
- [Understanding Text Types](#)
 - RI.K-2.5
- [Who's Telling It?](#)
 - RI.K-2.1, RI.K-2.3, RI.K-2.6, RI.K-2.7, RI.K-2.1, RI.K-2.3, RI.K-2.7

Responding To The Read-aloud Text (K-2)

Take New Readers To The Next Level With Strategies That Help Them Analyze, Interpret, Critique And Make Connections To Texts.

- [Author's Chair](#)
 - RI.K-2.9, RI.K-2.9, Rf.K-2.4
- [Challenge The Text](#)
- [Cracking The Code](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.7, RI.K-2.1, RI.K-2.2, RI.K-2.6, RI.K-2.7
- [Making Connections During Read Aloud](#)
 - RI.K-2.9, RI.K-2.9
- [Readers' Theater](#)
 - Rf.K-2.3, Rf.K-2.4, RI.K-2.1, RI.K-2.3, RI.K-2.1
- [Resistant Reading](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.7, RI.K-2.1, RI.K-2.2, RI.K-2.7, RI.K-2.8
- [Shared Reading](#)
 - RI.K-2.1, RI.K-2.2, RI.K-2.3, RI.K-2.6, RI.K-2.7, RI.K-2.1, RI.K-2.2, RI.K-2.7, Rf.K-2.4
- [Think Aloud](#)
 - R.L.K-2.1, R.I.K-2.1

Word Work (3-5, 6)

These Vocabulary Strategies Help Students Build Their Comprehension And Language Skills By Using Key Words From *Perspectives* Texts In Their Own Reading, Writing, Speaking And Listening.

- [Guess The Covered Word](#)
 - Rl.3-5.4, Ri.3-5.4, Rf.3-5.4, L.3-5.4
- [Illustrated Vocabulary](#)
 - L.6-12.4, L.6-12.6
- [Making Words](#)
 - Rl.3-5.4, Ri.3-5.4, L.3-5.4
- [Meet New Vocabulary](#) (Tier 3)
 - Rl.3-5.4, Ri.3-5.4, Rf.3-5.4, L.3-5.4, L.3-5.6
- [My Pile, Your Pile](#)
 - L.3-5.4, L.3-5.6
- [Personal Picture Dictionary](#)
 - Ri.3-5.4, Rl.3-5.4, Rf.3-5.4, L.3-5.4, L.3-5.5, L.3-5.6
- [Close And Critical Reading](#)

Close and Critical Reading (3-5, 6)

Encourage close reading with strategies that ask students to analyze, interpret, critique and make connections to texts, and to discover the relevance of their reading within a larger context.

- [Agree/Disagree Statements](#)
 - Rf.3-5.4, Rl.3-5.1, Ri.3-5.1, Rl.3-5.2, Ri.3-5.2
- [Annolighting](#)
 - Rl.3-5.2, Ri.3-5.2, Rl.3-5.4, Ri.3-5.4, Rl.3.5, Ri.3.5, L.3-5.4
- [Challenge The Text](#)
 - Rl.6-12.1, Rl.6-12.2, Rl.6-12.3, Rl.6-12.6, Ri.6-12.1, Ri.6-12.2, Ri.6-12.3, Ri.6-12.6
- [Directed Reading - Thinking Activity \(Dr-ta\)](#)
 - Rl.3-5.1, Ri.3-5.1, Rl.3-5.2, Ri.3-5.2, Rl.3-5.3, Ri.3-5.3, Rl.3-5.7, Ri.3-5.7
- [Gist](#)
 - Rl.3-5.2, Ri.3-5.2, Rl.3-5.4, Ri.3-5.4, Rf.3-5.4, L.3-5.4
- [Question-answer Relationships \(Qar\)](#)
 - Rl.3-5.1, Ri.3-5.1, Rf.3-5.4
- [Shared Reading](#)
 - Rf.3-5.4, Rl.3-5.1, Ri.3-5.1, Rl.3-5.2, Ri.3-5.2, Rl.3-5.4, Ri.3-5.4, Rl.3-5.5, Ri.3-5.5, Rl.3-5.7, Ri.3-5.7
- [SQP2RS](#)
- SQP2RS stands for survey, question, predict, read, respond and summarize.
 - Rl.3-5.1, Ri.3-5.1, Rl.3-5.2, Ri.3-5.2
- [Text Graffiti](#)
 - Rl.6-12.1, Ri.6-12.1
- [Text-Dependent Questions](#)
 - Rl.6-12.1, Rl.6-12.2, Rl.6-12.4, Rl.6-12.5, Rl.6-12.6, Ri.6-12.1, Ri.6-12.2, Ri.6-12.3, Ri.6-12.4, Ri.6-12.6
- [Think Aloud](#)
- [Thinking Notes](#)
- [Window or Mirror?](#)

- RL.6-12.1, RL.6-12.2, RL.6-12.3, RL.6-12.7, RI.6-12.1, RI.6-12.2, RI.6-12.3, RI.6-12.7

Community Inquiry (3-5, 6)

- Nurture students' speaking and listening skills with strategies that ask them to draw upon texts during meaningful—and respectful—classroom discussions.
- [Affirmation Interview](#)
 - RL.3-5.1, RI.3-5.1, SL.3-5.1
- [Artifact Add-ons](#)
 - RL.3-5.1, RI.3-5.1, RL.3-5.2, RI.3-5.2, RL.3-5.3, RI.3-5.3, SL.3-5.1, SL.3-5.2, SL.3-5.4, SL.3-5.5, SL.3-5.6
- [Brain Share](#)
 - RF.3-5.4, RL.3-5.1, RI.3-5.1, RL.3-5.2, RI.3-5.2, SL.3-5.1, SL.3-5.2
- [Critical Listening Guide](#)
 - RL.6-12.1, RL.6-12.2, RL.6-12.4, RL.6-12.6, RL.6-12.7, RL.6-12.8, RI.6-12.1, RI.6-12.2, RI.6-12.4, RI.6-12.6, RI.6-12.7, RI.6-12.8, SL.6-12.1, SL.6-12.2, SL.6-12.3
- [Fishbowl](#)
 - RL.3-5.1, RI.3-5.1, SL.3-5.1, SL.3-5.2, SL.3-5.6
- [Four Perspectives](#)
 - RL.6-12.1, RI.6-12.1, SL.6-12.1, SL.6-12.4, SL.6-12.6
- [Lifting the Text](#)
 - RL.3-5.1, RI.3-5.1, SL.3-5.1, SL.3-5.4, SL.3-5.6
- [Readers' Theater](#)
 - RF.3-5.4, RL.3-5.3, RI.3-5.3, SL.3-5.6
- [Save the Last Word for Me \(3-5\)](#)
 - RL.3-5.2, RI.3-5.2, SL.3-5.1
- [Save the Last Word for Me \(6\)](#)
 - RL.6-12.1, RL.6-12.2, RL.6-12.4, RL.6-12.6, RI.6-12.1, RI.6-12.2, RI.6-12.4, RI.6-12.6, SL.6-12.1, SL.6-12.2, SL.6-12.6
- [Say Something](#)
 - RL.6-12.1, RL.6-12.2, RI.6-12.1, RI.6-12.2, SL.6-12.1, SL.6-12.2, SL.6-12.6
- [Socratic Seminar](#)
 - RL.6-12.1, RI.6-12.1, SL.6-12.1, SL.6-12.3, SL.6-12.4, SL.6-12.6
- [Text Talk Time \(3-5\)](#)
 - RL.3-5.1, RI.3-5.1, RL.3-5.2, RI.3-5.2, RL.3-5.3, RI.3-5.3, RL.3-5.4, RI.3-5.4, RL.3-5.5, RI.3-5.5, SL.3-5.1
- [Text Talk Time \(6\)](#)
 - RL.6-12.1, RL.6-12.2, RL.6-12.4, RL.6-12.5, RL.6-12.6, RI.6-12.1, RI.6-12.2, RI.6-12.4, RI.6-12.5, RI.6-12.6, SL.6-12.1, SL.6-12.3, SL.6-12.6
- [Text Treasure Hunt](#)
 - RF.3-5.4, RL.3-5.1, RI.3-5.1, SL.3-5.1, SL.3-5.6
- [Text-based Fishbowl](#)
 - RL.6-12.1, RL.6-12.3, RI.6-12.1, RI.6-12.3, SL.6-12.1, SL.6-12.6
- [Value Lines](#)
 - RL.3-5.1, RI.3-5.1, SL.3-5.1, SL.3-5.3, SL.3-5.6
- [What Would They Say](#)
 - RL.6-12.1, RI.6-12.1, SL.6-12.1, SL.6-12.3, SL.6-12.4, SL.6-12.6

APPENDIX E- RESOURCES

Roseland School District [Strategic Plan](#) Action Plans

- [Future Ready Curriculum and Instruction](#)
- [Character Development](#)
- [Service and Community](#)

LITERACY AND LEARNING PLANS

Learning Plans are built by teachers and reflect backward design. The Learning Plan Builder allows teachers to combine the Learning for Justice Social Justice Standards, Common Core-aligned literacy strategies and student performance tasks with windows-and-mirrors texts from the Student Text library. The result is a comprehensive, literacy-based plan that is both rigorous and relevant.

LESSONS: Leaning for Justice

These robust, ready-to-use classroom lessons offer breadth *and* depth, spanning essential social justice topics and reinforcing critical social emotional learning skills.

CRITICAL PRACTICES for ANTI-BIAS Education

INSTRUCTION

- Critical Engagement with Material
- Differentiated Instruction
- Cooperative and Collaborative Learning
- Real-World Connections
- Values-Based Assessment, Evaluation and Grading

CLASSROOM CULTURE

- Honoring Student Experience
- Thoughtful Classroom Setup and Structure
- Shared Inquiry and Dialogue
- Social and Emotional Safety
- Values-Based Behavior Management

FAMILY AND COMMUNITY ENGAGEMENT

- Culturally Sensitive Communication
- Inclusion of Family and Community Wisdom
- Increased Connections Among Families
- Use of Local Resources
- Engagement with Community Issues and Problems

TEACHER LEADERSHIP

- Self-Awareness and Cultural Competency
- Speaking Up and Responding to Prejudice, Bias and Stereotypes
- Building Alliances
- Leading Beyond the Classroom
- Ongoing Reflection and Learning