

DRAFT - Mirrors and Windows - Diversity in our Ashford Curriculum

Where in the curriculum are lessons and resources that allow our students to see themselves (mirrors) and see from the perspective of others (windows)?

While we have a focus on race, please also include other areas (gender, religion, etc.)

	Current	Future
PK	<p>We foster an anti-bias and inclusive classroom community through teaching and modeling Ashford School’s core values.</p> <p>In the All About Me unit, we explore the ways that we are alike and different. We explore skin, hair and eye color as well as likes and dislikes.</p> <p>In the Families unit, we explore the many different kinds of family structures.</p> <p>We address children’s misconceptions and stereotypes as they arise.</p> <p>Our Second Step program introduces and reinforces the concepts of Empathy and Emotion Management.</p> <p>The materials that we use in the classroom show diversity. (Puzzles, books, posters, Second Step materials, dolls and dollhouse people).</p> <p>We follow the guidance from NAEYC and the Anti Bias Curriculum.</p>	
K	<p>We foster an anti-bias and inclusive classroom community through teaching and modeling Ashford School’s core values.</p>	<p>SEL Use the SEL curriculum to develop classroom community (in person & virtual), create an environment</p>

	<p>In the All About Me unit, we explore the ways that we are alike and different. We explore skin, hair and eye color as well as likes and dislikes. Students choose how to visually represent themselves in the classroom.</p> <p>In the Families unit, we explore the many different kinds of family structures and celebrations. We invite families to share with the classroom about what makes their family special and unique.</p> <p>We address children’s misconceptions and stereotypes as they arise using a neutral perspective.</p> <p>Our Second Step program introduces and reinforces the concepts of Empathy and Emotion Management.</p> <p>We utilize the Social Thinking Curriculum to help students understand their own and others’ thoughts, feelings and intentions.</p> <p>The materials that we use in the classroom show diversity. (Puzzles, books, posters, dramatic play, Second Step materials, dolls and dollhouse people).</p> <p>We participate in Cultural Arts Assemblies. We discuss what we saw, similarities and differences, and things we learned or would like to try in the future.</p> <p>We follow the guidance from NAEYC.</p>	<p>in which students feel comfortable being themselves and respecting others.</p> <p>Invite community members in to share their traditions.</p>
1	<p>Trimester 1 Theme: All About Me</p> <ul style="list-style-type: none"> -Social-emotional learning (SEL) curriculum -Similarities and differences -Families -Traditions -Holidays 	<p>Include more read aloud/ picture books with main characters of different races and “non-traditional” family dynamics/ diversity.</p> <p>Discuss difficult topics as they arise from SEL curriculum.</p>

	<p>Trimester 2 Theme: How Things Change Over Time -Martin Luther King Day and Race/ Equality -School in the Past (Gender Equality)</p> <p>Trimester 3 Theme: The World and Us -Cultural Awareness -Inventors</p>	
2	<p>Segregation and Civil rights (Previously focused on in Feb.)</p> <p>Martin Luther King Day</p> <p>Lunar New Year</p> <p>Read alouds including:</p> <ul style="list-style-type: none"> • As Fast As Words Could Fly • Who Was Martin Luther King Jr. 	<p>Include books that reflect a broader range of background in reading groups and for read alouds.</p> <p>Began collecting and including more diverse books.</p> <p>Include more biographies in reading selections.</p> <p>Broaden the timeframe we cover diverse topics to include during the entire year.</p> <p>Discuss difficult topics as they arise following guidelines from SEM training.</p>
3	<p>++Biographies - Who Was books? Biography Unit - Some examples Sacagawea Sitting Bull Harriet Tubman Maya Angelou Fredrick Douglas Sojourner Truth Malala Yousafzai Gandhi</p>	<p>Build on / Put into practice Socially Savvy & Emotionally Educated Learners Document</p>

	<p>George Washington Carver Pele Jackie Robinson Jesse Owens Venus and Serena Williams Bob Marley Stevie Wonder Sonia Sotomayor Cesar Chavez</p> <p>++Ellis Island STEAM event / Study a country of your choice</p> <p>++Dr. Martin Luther King Jr. +Martin's Big Words: The Life of Dr. Martin Luther King Jr. +Who was Dr. Martin Luther King Jr.? +What was the March on Washington?</p>	
4	<p>Social Studies As defined by the CT Social Studies Framework</p> <p><u>Essential Skills</u></p> <p><i>Analyze unique cultural similarities to various American regions.</i> -How are our own cultural identities similar & different from others? -What events have had an impact on changing the culture of the United States? -Is there a relationship between economic and cultural identity?</p> <p><i>Explain reasons for migration of people within and beyond a region.</i> -Why did the South view laws concerning slavery and civil rights differently from other parts of the country?</p> <p><u>Topics</u></p>	<p>SEL Use the SEL curriculum to develop classroom community (in person & virtual), create an environment in which students feel comfortable being themselves and encourage discussion of diverse topics to build perspective.</p> <p>Embed more current events using the following resources: www.tolerance.org www.newsela.com</p> <p>Study more diverse historical figures/events outside of their "month"/holiday (ie: black history month, Martin Luther King Day, etc).</p>

	<p>Culture, Climate, Economy & Geography Regions (Slavery, Trail of Tears, The Great Depression) Westward Expansion States</p> <p>Reading <i>Following Characters into Meaning</i> -How do a character's actions and words build their traits? -Can we see ourselves in the characters of the stories we are reading? (similarities and differences) -How does point of view impact the way a story is told?</p> <p>Writing <i>Develop a story with detailed character development and a moving plot.</i> -How can I write a story for people like me, so we can see ourselves in books?</p> <p><i>Investigate a variety of sources to support informational writing.</i> -Why is it important to consider a variety of sources when gathering facts?</p>	<p>Include more independent reading books with BIPOC & LGBTQ+ characters and storylines.</p> <p>When studying "the movement of people", include more discussion on refugees.</p>
5	<p>-Analyzing factors that impact(ed) culture -Understanding the context of historical events and cultural practices -Examining multiple perspectives -Connecting with our diverse human race (past and present) and developing empathy (First Trimester: focus on Native Americans) (Second Trimester: Inventors of all backgrounds and their contributions) (Third Trimester: American Revolution- perspective taking-intro</p>	<p>adding a greater variety of books into the subject areas and SEL lessons</p>

6	<p>*<i>Wonder</i>/kindness unit *S. America (1st trimester), Africa (2nd trimester), and E. Europe/ Holocaust (3rd trimester) units - connecting between self and others from different cultures and places, examining multiple perspectives on topics to avoid “the single story” - teacher read alouds and student independent novels are from the perspective of children our students’ age from various experiences, places on these continents, etc. - historical fiction, biographical, fiction - study the people and places of these continents</p>	<p>* Posters depicting people of different race and background * More explicit instruction on mirrors and windows in our lessons/units</p>
7	<p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Examining multiple perspectives on topics to avoid “the single story” • Analyze and apply cultural and historical relativism. • Make connections between historical and current events. • Analyze the role of race, religion, gender and sexual orientation throughout different periods of history. <p><u>Units studied with direct ties to racial/societal justice:</u></p> <ul style="list-style-type: none"> • Ancient Greece • Ancient Rome • Syrian Crisis • Age of Discovery (European & Mesoamerican Interaction) <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • The Giver 	<p>Perspectives - What are the different lenses through which the world is examined?</p> <p>Identifying bias and propaganda</p> <p>Refugee Project in Social Studies</p>
8	<p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Examining multiple perspectives on topics to avoid “the single story” • Analyze and apply cultural and historical relativism. • Make connections between historical and current events. • Analyze the role of race, religion, gender and sexual orientation throughout different periods of history. 	<p>Suggested theme for 8th Grade Language Arts</p> <ul style="list-style-type: none"> • Humanity over time-- --Good Night Mr. Tom (?) <p>Suggested theme for 8th Grade Social Studies. (As put forward by CT Social Studies Framework)</p>

	<p><u>Units studied with direct ties to racial/societal justice:</u></p> <ul style="list-style-type: none"> • U.S. Systems of Government • Slavey in America • The Civil War • Reconstruction/Jim Crow Era • Native Americans & the American Frontier. • American Immigration <p><u>Current Events:</u> Students engage,study and discuss current events multiple times a week. They do this through media and news stories which have been previewed by the teacher.</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> • Excerpts from <i>The House on Mango Street</i> • "Blink Your Eyes" • Excerpts from 	<p>“How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?”</p> <ul style="list-style-type: none"> • Students will use this as their guiding question throughout the 8th grade year. • A weekly writing class in a social studies SSP period where students research and write on historical/current events.
Art	<p>K-2 I've been focusing on adding books that talk about social emotional skills. We talk about what we learned in the books before we move onto the art assignment. Where they express themselves through art</p> <p>3-8 Have been working on various lessons but all have a zentangle aspect to them. The zentangle method is about creating patterns in a meditative process. There are no mistakes. If patterns are altered they just repeat whatever they drew and it turns into a new pattern.</p> <p>The Zentangle Method of drawing is supposed to help students:</p> <ul style="list-style-type: none"> • Relax • Focus • Expand your imagination 	<p>In all grades I will be teaching about different artists from all over the world. Some of the next lessons are described below.</p> <p>3-4 Will start working on mandalas next. We just went over a powerpoint on all the different cultures that create mandalas and the meaning of them.</p> <p>5-8 We will be learning about the famous Pop artist Yayoi Kusama. She is from Japan and is famous for her dot art.</p> <p>6th grade we usually focus on the African continent later in the year and have an African market.</p>

	<ul style="list-style-type: none"> • Trust your creativity • Increase your awareness 	
Music	<ul style="list-style-type: none"> • Singing in multiple languages and learning about the cultural context of those non-English songs (both choir and general music class) • Selections from <i>Step it Down: Games, Plays, Songs, and Stories from the Afro-American Heritage</i> • Diverse video examples of performing artists • Discussion of Louis Armstrong and his role in jazz while reading <i>What a Wonderful World</i> • Music Around the World (W. African drumming, Hawaiian ukulele, Irish bodhran, etc) • Band songs from different countries, cultures • Jazz unit focusing on different composers/performers • Beginning band folk songs 	<ul style="list-style-type: none"> • Provide further (age-appropriate) context for the “mirror/window” songs already in the curriculum • Unit on Protest Songs: examples throughout history, what are they, why do people write/perform them, and how have they impacted movements? • Seek out repertoire, videos, etc that challenge stereotypes (what a classical orchestra looks like, who plays what instrument, who sings, etc) • Improved visuals in the classroom • Improve Music Around the World to include more “windows” • Review and improve beginning band folk songs • Diversify composers of concert music (especially for Symphony Band)
PE	<ul style="list-style-type: none"> • Cooperative teamwork • Self-awareness of strengths/weaknesses within various physical activities • Self-Assessments 	<ul style="list-style-type: none"> • Incorporating different games/sports from other countries • Peer-Assessments
Health	<ul style="list-style-type: none"> • Personality activities • Self-esteem unit • Social health unit (healthy relationships, cultural differences, acceptance) • Self-Reflection 	<ul style="list-style-type: none"> • How to handle uncomfortable situations. • More projects that allow students the opportunity to see others points of views.
Spanish (elementary)	<ul style="list-style-type: none"> • Afrolatinos • Indigenous people in Latin America • Bilingualism in the US 	

	<ul style="list-style-type: none">• Why it is important to speak another language• Spanish speakers in Connecticut• Latinos in the US• Windows into the many cultures of different countries in Latin America (and Spain)• Fostering intercultural competence• Discuss cultural products and practices	
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