

Unit 1: Grade 3: DEI

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

Purpose: This crosswalk will provide teachers of 3rd- grade students with information and resources to help implement the legislative requirements of the 2019 History and Contributions of Individuals with Disabilities and LGBT, Diversity and Inclusion statutes.

Goal: This crosswalk will aid teachers and students in their consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. All students deserve equitable access to high quality education that is inclusive of the rich diversity of the state of New Jersey.

Note: Black/African American curriculum, information, and resources can be found in the accompanying Amistad Crosswalk curriculum.

ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
ELA.RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
ELA.RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
ELA.RI.IT.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
ELA.RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
ELA.RL.MF.3.6	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
ELA.RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

READ ALOUD TEXTS/EXCERPTS

LGBTQIA+

["A Home Again"](#)

Author: Colleen Kosinski

Illustrator: Valeria Docampo

After the last brick is laid, a family moves into a brand-new house. As the family grows, the house delights in the sound of laughter echoing in its halls and the pitter-patter of little feet traversing its floors and realizes it is no longer just a house. It has become a home—their home. One day, the family packs up, and with tears in their eyes, they say goodbye. The house doesn't know if it can ever be happy again until two men appear. It begins to feel a sliver of hope about this new family...perhaps it can become a home once more.

Asian Pacific Islanders

["Maya Lin: Artist-Architect of Light and Lines"](#) by Jeanne Walker Harvey

Author: Jeanne Walker Harvey

Illustrator: Dow Phumiruk

As a child, Maya Lin loved to study the spaces around her. She explored the forest in her backyard, observing woodland creatures, and used her house as a model to build tiny towns out of paper and scraps. The daughter of a clay artist and a poet, Maya grew up with art and learned to think with her hands as well as her mind. From her first experiments with light and lines to the height of her success nationwide, this is the story of an inspiring American artist: the visionary artist-architect who designed the Vietnam Veterans Memorial.

Students with Disabilities

["A Day With No Words"](#)

Author: Tiffany Hammond

Illustrator: Kate Cosgrove

A Day With No Words is a colorful and engaging picture book for young readers shares what life can look like for families who use nonverbal communication, utilizing tools to embrace their unique method of "speaking." The story highlights the bond between mother and child and follows them on a day where they use a tablet to communicate with others.

Latinx

["Our Day of the Dead Celebration"](#)

Author & Illustrator: Ana Aranda

The Day of the Dead is a happy day when Mar's family gathers together. There are favorite dishes to enjoy, games to be played, and most importantly, stories to tell. No one in the family is forgotten because this is the day of the year when the dead come to visit the living—and for this holiday it is almost as if they're alive again, as the family takes great joy in celebrating the things that made them special. Mar realizes she is just like her Grandpa Ramón, who kept a journal. And her sister, Paz, plays accordian, just like their great-grandfather. There are so many things that connect them all—and at dinner, Abuelita spins even more stories that make them feel close to the ones they will love forever. Ana Aranda's tender text and vibrant art make the joy felt on this sweet day totally palpable.

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

LGBTQIA+

Learning for Justice

[3-5 Literary Texts](#)

[Lesson: "What's So Bad About 'That's Gay'"](#)

Asian Pacific Islanders

- [Brain Pop AAPI Resources](#)

Students with Disabilities

- Brain Pop:
 - [Disability Rights](#)
 - [Helen Keller](#)
 - [Autism](#)
 - [Paralympic Games](#)
- Wonderopolis
 - [Asian American And Pacific Islanders](#)

Latinx

- [Brain Pop Latin-American Heritage](#)
- Wonderopolis
 - [Wonders of the Day for Hispanic Heritage](#)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

LGBTQIA+

Epic! - [A Family is a Family is a Family](#)

Epic! - [My Two Dads](#)

Epic! - [The Flower Girl Wore Celery](#)

Asian Pacific Islanders

- [Brain Pop AAPI Resources](#)
- Epic - [Asian American Pacific Islander Heritage Month](#)

Students with Disabilities

- Epic - [People with Disabilities](#)

Latinx

- [Brain Pop Latin-American Heritage](#)
- Epic - [Latin America Collection](#)
- Epic - [Hispanic Heritage](#)
- Epic - [Hispanic Heritage Biographies](#)
- Epic - [Hispanic Heritage Month](#)

PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)

Learning for Justice

[Exploring Young Immigrant Stories - Lesson](#)

LGBTQIA+

[Teaching About Controversial or Difficult Issues](#)

American Library Association

[Professional Tools](#)

Asian Pacific Islanders

Pratt Institute Libraries

- [Introduction and Definitions](#)
- Background on [History of Asian American and Pacific Islander Heritage Month](#)

EDSITEment!

[Teacher's Guide: Asian Americans and Pacific Islander Heritage and History in the United States](#)

Students with Disabilities

IRIS Center

- [Children's Books: Portrayals of People with Disabilities](#)

Emerging America

- [Sample Lessons on Disability History](#)

[Judith Heumann](#)

Latinx

Latinx Kidlit Book Festival

[Soy Yo:identity, Ancestry and Cultural Heritage](#)

[Celebrating the Richness of Latinx Stories: A Kokila Showcase](#)

TED Talk

[3 ways to speak English](#)