

Unit 1: Grade 4: DEI

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

GOALS/PURPOSE

Purpose: This crosswalk will provide teachers of 4th-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.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

READ ALOUD TEXTS/EXCERPTS

LGBTQIA+

Pride: [The Story of Harvey Milk and the Rainbow Flag](#)

Author: Rob Sanders

Illustrator: Steven Salerno

In this deeply moving and empowering true story, young readers will trace the life of the Gay Pride Flag, from its beginnings in 1978 with social activist Harvey Milk and designer Gilbert Baker to its spanning of the globe and its role in today's world. Award-winning author Rob Sanders's stirring text, and acclaimed illustrator Steven Salerno's evocative images, combine to tell this remarkable - and undertold - story. A story of love, hope, equality, and pride.

Asian Pacific Islanders

[A Different Pond](#)

Author: Bao Phi

Illustrator: Thi Bui

A 2018 Caldecott Honor Book that Kirkus Reviews calls "a must-read for our times," *A Different Pond* is an unforgettable story about a simple event - a long-ago fishing trip. Graphic novelist Thi Bui and acclaimed poet Bao Phi deliver a powerful, honest glimpse into a relationship between father and son - and between cultures, old and new. As a young boy, Bao and his father awoke early, hours before his father's long workday began, to fish on the shores of a small pond in Minneapolis. Unlike many other anglers, Bao and his father fished for food, not recreation. A successful catch meant a fed family. Between hope-filled casts, Bao's father told him about a different pond in their homeland of Vietnam. Thi Bui's striking, evocative art paired with Phi's expertly crafted prose has earned this powerful picture book six starred reviews and numerous awards.

Students with Disabilities

[I Talk Like a River](#)

Author: Jordan Scott

Illustrator: Sydney Smith

I wake up each morning with the sounds of words all around me.

And I can't say them all . . .

When a boy who stutters feels isolated, alone, and incapable of communicating in the way he'd like, it takes a kindly father and a walk by the river to help him find his voice. Compassionate parents everywhere will instantly recognize a father's ability to reconnect a child with the world around him.

Poet Jordan Scott writes movingly in this powerful and ultimately uplifting book, based on his own experience, and masterfully illustrated by Greenaway Medalist Sydney Smith. A book for any child who feels lost, lonely, or unable to fit in.

Latinx

[Schomburg: The Man Who Built a Library](#)

Author: Carole Boston Weatherford

Illustrator: Eric Velasquez

Amid the scholars, poets, authors, and artists of the Harlem Renaissance stood an Afro–Puerto Rican named Arturo Schomburg. This law clerk's life's passion was to collect books, letters, music, and art from Africa and the African diaspora and bring to light the achievements of people of African descent through the ages. When Schomburg's collection became so big it began to overflow his house (and his wife threatened to mutiny), he turned to the New York Public Library, where he created and curated a collection that was the cornerstone of a new Negro Division. A century later, his groundbreaking collection, known as the Schomburg Center for Research in Black Culture, has become a beacon to scholars all over the world.

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

- LGBTQIA+
 - [Harvey Milk](#)
 - [The Pride March at 50](#)
- Asian Pacific Islanders
 - [Brain Pop AAPI Resources](#)
- Students with Disabilities
 - Brain Pop:
 - [Disability Rights](#)
 - [Helen Keller](#)
 - [Autism](#)
 - [Paralympic Games](#)
- Latinx
 - CommonLit - [Latinx Authors and History](#) Text Set
 - [Brain Pop Latin-American Heritage](#)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

- LGBTQIA+
 - Epic - [LGBTQIA+ Book Collection](#)
- Asian Pacific Islanders
 - [Brain Pop AAPI Resources](#)
 - Wonderopolis - [Wonder Collection for Asian American and Pacific Islanders](#)
- Students with Disabilities
 - Epic - [Students with Disabilities Book Collection](#)
- Latinx

- [Brain Pop Latin-American Heritage](#)

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

- LGBTQIA+
 - [Identity Flower](#) Lesson - *In this lesson, students will explore their own identities and personal experiences with race, culture, ability, family structure, religion or spirituality, and gender identity and expression. After individual reflection and group discussion, students will create their own identity flowers, filling each petal with words, adjectives, and/or identity terms that describe them.*
- Asian Pacific Islander
 - PBS Learning Media - ABC's of AAPIs
 - [A is for Anna May Wong](#)
 - [F is for Fred Korematsu](#)
 - [H is for Henna](#)
 - [L is for Lunchbox Moment](#)
 - [M is for Moon](#)
 - [N is for Not Your Model Minority](#)
 - [P is for Philip Vera Cruz](#)
 - [R is for Red Envelopes](#)
 - [S is for Shoes Off in the House](#)
 - [X is for Intersectionality](#)
- Students with Disabilities
 - [The Tools I Need: Disability and Accommodations](#) Lesson - *This lesson provides an opportunity for students to understand what disabilities are, consider what tools and accommodations people with disabilities need, and advocate for accommodations by writing a persuasive letter.*
- Latinx
 - [Latinx? Hispanic? Exploring Identity through Art](#) Lesson - *Students experience how a range of Latinx illustrators touch on language, identity, and self-expression through their comics – including an exploration of the meaning and significance of terms such as Latinx, Hispanic, Latino, and Latina.*