

# Unit 1: 6TH DEI

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

## GOALS/PURPOSE

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*This crosswalk will provide our district's educators of sixth grade students with relevant and developmentally-appropriate information and resources to help implement the legislative requirements of the 2019 History and Contributions of Individuals with Disabilities and LGBT (N.J.S.A. 18A:35-4.35-6), Diversity and Inclusion statutes (N.J.S.A. 18A:35-4.36a). 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.*

ELA.L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

## READ ALOUD TEXTS/EXCERPTS

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- **LGBTQ+**

- [Small Town Pride](#) by Phil Stamper

- **Length:** 288 pages (approximately 5.5 hour read aloud linked above)
- **Genre/Format:** Realistic Fiction Novel
- **Age range:** 8-12 years
- **Description:** Set in a small, rural town, this novel details the experiences of young trailblazer, Jake, the first openly gay student in his school. Jake garners support from

his family and friends, but has to battle bias within his town as he attempts to organize a Pride event in Barton Springs, Ohio.

- **Discussion Topics:** finding your place, using your voice, and the true meaning of pride

- **Individuals with disabilities**

- [El Deafo](#) by Cece Bell

- **Length:** 248 pages (approximately 2.25 hour read aloud linked above) **Genre/Format:** Memoir/ Fantastical Graphic Novel
- **Age range:** 8-12 years
- **Description:** This graphic novel centers around protagonist Cece's journey to adapt to life after suffering hearing loss caused by meningitis. All of the characters including Cece are illustrated with rabbit ears and faces, but the experiences depicted are real and human; for example, Cece recovers in a hospital, visits an audiologist, attends a new school, and learns to love her differences. The graphic novel format makes this story more accessible to readers.
- **Discussion Topics:** finding common ground to form friendships, resilience, and self-acceptance

- **Latinx**

- [Esperanza Rising](#) by Pam Muñoz Ryan

- **Length:** [262 pages](#) (approximately 3.75 hour read aloud linked above)
- **Genre/Format:** Historical fiction novel
- **Age range:** 8-12 years
- **Description:** Set during the Great Depression and inspired by the author's grandmother's immigration story, this work of fiction is not your typical coming of age novel. The narrative begins when protagonist Esperanza is forced to leave behind her prosperous life in Mexico after her father is murdered. To escape political unrest, Esperanza and some of her family members emigrate from Mexico, relocating to a migrant worker camp on a large farm in California. Esperanza and her family must adapt and strive to overcome the many challenges posed by the harsh conditions of exploitative agricultural labor and economic hardship in their new home.
- **Discussion Topics:** resilience, coming of age, immigrant experiences, the American Dream

- **Asian American & Pacific Islanders**

- **You Are Here: Connecting Flights** by Linda Sue Park, Erin Entrada Kelly, Grace Lin, Traci Chee, Mike Chen, Meredith Ireland, Mike Jung, Minh Lê, Ellen Oh, Randy Ribay, Christina Soontornvat, and Susan Tan, and edited by Ellen Oh

- **Length:** 272 pages (approximately 6 hour read-aloud, available on Audible and Libby; listen to a [5:00 audio sample](#))
- **Genre/Format:** Realistic fiction anthology: collection of 12 short stories
- **Age range:** 8-12 years
- **Description:** This is a collection of twelve intertwining narratives, each featuring unique young (approximately 12 yr.) Asian-American protagonists who find themselves temporarily suspended in the Chicago airport the Saturday before Fourth of July due to an unexpected summer storm. Each character encounters implicit or explicit bias while interacting with other people in the airport as they try to navigate to their destinations.
- **Discussion Topics:** air travel, power of words, respect for others

## ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

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- **LGBTQ+**

- [Learning for Justice: Text Excerpt from \*The Misfits\*](#) In this brief (two-paragraph) excerpt, two middle school characters are introduced. Both characters are called names because of their appearances and demeanors. This excerpt can easily be used in an ELA class as part of a vocabulary, characterization, theme, or inference lesson.
- [It Gets Better Project: “Meet the Trans Teen Behind Jude’s Law”](#) Part of the “Out in Front: Queer Youth Changing the World” video series, this 4-minute video features Jude’s story. Jude is a young transgender person who advocated for a bill that would make it easier for trans people to change their name and gender designation from birth.

- **Individuals with disabilities**

- [Podcast: Interview with Cece Bell, author of \*EI Deafo\*](#): A 25 minute listen and read-along (link to transcript included) where author Cece Bell discusses her inspiration for writing *EI Deafo*, the impact her book has had on readers, feedback from her audience, and the theme of friendship in her books.
- [PBS Learning: Making PE Accessible for Students with Disabilities](#) 8-minute video and two PDF handouts with critical thinking questions, key vocabulary, and information about how schools are adapting their PE curriculum to be more inclusive of students with disabilities.

- **Latinx**

- [Names/Nombres by Julia Alvarez \(CommonLit assignable text\)](#): “Julia Alvarez is a Dominican-American poet, novelist, and essayist. Alvarez was born in New York but spent the first ten years of her childhood in the Dominican Republic until her family had to flee the country due to her father's involvement in a political rebellion. Much of Alvarez's work focuses on her experiences as a Dominican in the United States. In this essay, Alvarez discusses the multiple names she has been given over the years.”
- [TODAY Show: Hispanic Heritage Month Video & Article](#)- 25-minute video “Come With Us” and article “What is Hispanic Heritage Month: History, Facts, and Why We Celebrate” that detail the many histories, traditions, and important cultural events celebrated during Hispanic Heritage Month.

- **Asian American & Pacific Islanders**

- [Hello, My Name Is... by Jason Kim \(CommonLit assignable text\)](#): “Jason Kim is an Asian American screenwriter and playwright. In this memoir, Kim reflects on his experiences moving from his home in South Korea to start a new life in America.”
- [Reading with Your Kids Podcast: Interview with Linda Sue Park and Ellen Oh](#) This is a 24-minute podcast recording of an interview with authors Linda Sue Park and Ellen Oh where they discuss their new book, *You Are Here: Connecting Flights*. The authors explain why they felt their book fills an important gap in the portrayal of marginalized people, specifically they hope to provide a more nuanced and diverse portrayal of AAPI life experiences in popular culture.

## **WEBSITES (FOR STUDENTS TO INTERACT WITH)**

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- **LGBTQ+**

- [Camden County LGBTQIA+ Youth Support: Identity & Coming Out](#): Featured on the Collingswood Public Library Website, this website is an excellent resource for students to learn about and affirm LGBTQIA+ identities. There are helpful articles that detail the process of coming out and explain LGBTQIA+ terminology. The site also features testimonials from other LGBTQIA+ teens.
- The Hub (Teen Book Search): [Rainbow Book List-Graphic Novels and Graphic Nonfiction](#), [Stonewall Award Winner List](#)

- **Asian American & Pacific Islanders**

- [U.S. National Park Service: Places- Asian American and Pacific Islander Heritage](#)- students can click on different photos to explore U.S. parks, memorials, and historic sites and read articles or stories about the AAPI heritage of each place.
- The Hub (Teen Book Search): [APALA Literature Award Honor List](#), [APALA Literature Award Winner List](#)

- **Latinx**

- NEH-Edsitement: [Esperanza Rising Extension Activity Site](#) After reading the first three chapters of *Esperanza Rising*, students can explore the historic, geographic and cultural concepts introduced in the novel. (Map of Mexico, Las Mañanitas Birthday Song Recording, Writing Prompts, Day in the Life of a Migrant Farmer)
- PBS Student Site: [Puerto Rico's Bomba, A Dance of The African Diaspora | If Cities Could Dance](#) Students can watch this seven minute video about the Bomba, then answer the linked discussion questions. For a more kinesthetic option, they can work in groups to create their own dance of resistance.

- **Individuals with disabilities**

- [Ducksters \(K-8 research site\): Disability Rights Movement](#)- Site includes an overview of the Disability Rights Movement with read-aloud option and a 10-question quiz students can take to assess their understanding of what they have learned.
- [EveryBody: An Artifact History of Disability in America](#) Online museum exhibition of America's disability history complete with photos of auxiliary artifacts, key historic figures, disability rights campaigns and protests, and important places.

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

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- **ALL DEI**

- No Place for Hate: [Responding to Bias Incidents in Middle and High Schools: Resources and Best Practices for School Administrators & Educators](#)- Included in this 52-page PDF are specific protocols for confronting and dismantling bias to ensure your classroom is an inclusive environment for all students. Consider reviewing the following guides targeted to address bias incidents that affect LGBTQIA+, LatinX, and AAPI students, and students with disabilities:

- Anti-Asian Racism (Related to COVID-19) (34)
- Anti-Immigrant Bias (Sometimes Called “Xenophobia”) (36)
  - “Build the Wall” (36)
  - “Go Back to Where You Came From” (38)
- Anti-LGBTQ+ Bias (42)
  - “That’s So Gay” (42)
  - F-Word (44)
  - Misgendering and Deadnaming Transgender and Nonbinary Students (46)
- Disability (48)
  - R-Word (48)
  - “SPED” (50)

- **Latinx**

- [Esperanza Rising: Learning Not to Be Afraid to Start Over](#)- Lesson plans to accompany the novel complete with guiding questions, learning objectives, content standards, assessments, and a wide variety of learning activities and resources.
- PBS Learning Media- [Lesson Plan: Origin of Everything Series: “Why Do We Say Latino?”](#) Detailed lesson plan that features a 7-minute video produced by PBS entitled “Why Do We Say Latino?”

- **Individuals with disabilities**

- BrainPop- [Disability Rights Lesson Plan: U.S. History](#) Detailed lesson plan that features an 8-minute movie produced by BrainPop about the history of the disability rights movement in the U.S.

- **Asian American & Pacific Islanders**

- [PBS Learning: ABC’s of AAPI Video Lesson Series](#) This is a collection of videos that highlights different aspects of AAPI heritage; each video can be shared or assigned via the Google Classroom platform and includes links to questions and activities for students and additional resources for teachers.

- **LGBTQ+**

- PBS Learning: [Educator Guide- Why Do Gender Pronouns Matter?](#) Detailed lesson plan with a variety of extension activities that features a 9-minute movie produced by PBS that explains pronouns and their significance to gender identity.