

#BetterTogetherMVWSD

Theme: **Community**

2024-25

Topic Snapshot

Aug/Sept	October	Nov/Dec	January	February	March	April/May
Our Classroom and School Community	Family and Home Communities	Cultural Diversity in Communities	Neighborhood Exploration/Being a Good Neighbor	Community Helpers	Community Projects	Celebrating Our Communities
<i>National Hispanic Heritage Month (Sept. 15 - Oct. 15)</i>	<i>LGBTQ+ History Month</i>	<i>Native American Heritage Month (Nov.); and Special Education Awareness Month (Dec.)</i>		<i>Black History Month</i>	<i>Women's History Month</i>	<i>Arab American Heritage Month; and Asian American Pacific Islander Heritage Month; and Jewish American Heritage Month; and Mental Health Awareness Month; and Military Appreciation Month</i>

	Topic	Essential Questions:	[Sample] Learning Activities	SEL Alignment
August and September	Exploring our Classroom and School Community	PreSchool-2: What does it mean to be a good classmate? How can we make our classroom a happy place for everyone?	<ul style="list-style-type: none"> Create a classroom “friendship wall” with each student’s photo and a drawing or statement about what makes them unique. Role-play different scenarios to practice kindness, sharing, and helping behaviors. 	Relationship Skills: <ul style="list-style-type: none"> Students name how they can be helpful, fair, compassionate, and respectful to those in other groups or communities.
		3-5: What does it mean to be a part of a community and how do we work together to create a positive environment in the classroom?	<ul style="list-style-type: none"> Work on a group art project or classroom mural that represents the classroom community. Make “appreciation flowers” where each petal contains a compliment or kind note from classmates. Create a class chart showing how teamwork helps achieve class goals, such as completing a group project or 	Social Awareness: <ul style="list-style-type: none"> Students show curiosity about and strive to take the perspective of others based on what they know about that person.

			planning an event.	
		6-8: As older students, how can we foster a collaborative and supportive classroom and school community, and why is building such a community essential for a good experience in middle school?	<ul style="list-style-type: none"> • Participate in group challenges or team-building games that require communication and cooperation. • Role-play conflict resolution scenarios or develop a “Classroom Code of Conduct” with input from all students. • Organize and lead a class initiative, such as a peer mentoring program, class buddy system, or a community service project that involves the whole class. 	Social Awareness: <ul style="list-style-type: none"> • Students know when and where to proactively seek resources and supports and begin to understand the interdependence of members of a community.
Preschool - TK: <i>Isabel and Her Colores Go To School</i> (English & Spanish) by Alexandra Alessandri (Author), Courtney Dawson (Illustrator) K-2: <i>The Proudest Blue: A Story of Hijab and Family</i> by Ibtihaj Muhammad (Author), S. K. Ali Hatem Aly (Illustrator) 3-5: <i>Say My Name</i> by Joanna Ho (Author), Khoa Le (Illustrator) 6-8: <i>A Place at the Table</i> by Saadia Faruqi (Author), Laura Shovan (Author, Illustrator)				
	National Hispanic Heritage Month from September 15th - October 15th	PreSchool-2: Why is it important to learn about and celebrate the differences we all have?	<ul style="list-style-type: none"> • Read picture books or watch videos about Hispanic/Latino celebrations, and discuss traditional foods and cultural practices. Create a simple recipe book or food collage. • Participate in a classroom celebration where students create crafts, listen to music, or taste foods related to Hispanic/Latino culture. • Create art inspired by Hispanic/Latino artists or retell a folktale from Hispanic/Latino culture through drawings or a short play. 	Relationship Skills <ul style="list-style-type: none"> • Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.
		3-5: How do people from different Hispanic and Latino backgrounds make our world more interesting and special?	<ul style="list-style-type: none"> • Research a Hispanic/Latino cultural celebration, such as Día de los Muertos or Carnival, and create a poster or 	Relationship Skills <ul style="list-style-type: none"> • Students foster inclusive environments and collaborate to promote diversity.

			<p>presentation about its history and significance.</p> <ul style="list-style-type: none"> • Create a “Hall of Fame” project featuring influential Hispanic/Latino figures in areas like science, sports, music, or literature, and write a short biography for each. • A Create a Venn diagram comparing a Hispanic/Latino holiday with a holiday from another culture, focusing on traditions, foods, and activities. 	
		<p>6-8: In what ways does exploring and honoring Hispanic Heritage contribute to fostering a sense of cultural appreciation, understanding, and interconnectedness within our diverse global community?</p>	<ul style="list-style-type: none"> • Write an essay or create a documentary video on the contributions of Hispanic/Latino individuals in areas such as politics, civil rights, or science, and their impact on society. • Develop a proposal or action plan for a community event or project to celebrate Hispanic/Latino Heritage Month, such as a cultural festival or educational campaign. • Write a reflective essay or create a personal video journal discussing how learning about Hispanic/Latino heritage has influenced the student’s understanding of cultural identity and community values. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students explore different cultural practices and world views and begin to develop skills for communication and interaction across cultures.
<p>Preschool - TK: <i>Nina Medina and Her Abuelita: The Language of Love and Laughter</i> by Lena de Valgas Vizcaya (Author) K-2: <i>Pepe and the Parade: A Celebration of Hispanic Heritage</i> by Tracey Kyle (Author), Mirelle Ortega (Illustrator) 3-5: <i>Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation</i> by Duncan Tonatiuh (Author) 6-8: <i>Nuestra América: 30 Inspiring Latinas/Latinos Who Have Shaped the United States</i> by Sabrina Vourvoulias (Author), Gloria Félix (Illustrator)</p>				
<p>October</p>	<p>Exploring Family and Home Communities</p>	<p>PreSchool-2: What makes your family special, and how do we show love and care to the people at home?</p>	<ul style="list-style-type: none"> • Create a family tree or draw a picture of family members and discuss what makes each family unique. 	<p>Self-Awareness: Identity</p> <ul style="list-style-type: none"> • Students recognize people, locations, and concepts that matter to them and describe

			<ul style="list-style-type: none"> Share and illustrate a story about a time when a family member helped or supported the student. 	their family traditions.
		3-5: What makes a family a small community, and how do family members work together to create a loving and caring environment?	<ul style="list-style-type: none"> Make thank-you cards or crafts for family members to show appreciation for their support. Plan a “Family Day” in the classroom where students bring photos or stories about their families and share them with the class. 	Self-Awareness: Identity <ul style="list-style-type: none"> Students articulate their beliefs about topics that are important to them, their family, and their community.
		6-8: Reflecting on our roles in our own families, how can we contribute to creating a strong and interconnected family community, and why is this important during these adolescent years?	<ul style="list-style-type: none"> Interview family members about a tradition and create a poster or presentation explaining its significance. Plan and participate in a “Family Appreciation Week” with activities such as writing letters, planning a family game night, or creating a family appreciation wall. 	Social Awareness: Belonging <ul style="list-style-type: none"> Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community.

Preschool - TK: *Berry Song* by Michaela Goade (Author)
K-2: *My Powerful Hair: A Picture Book* by Carole Lindstrom (Author), Steph Littlebird (Illustrator)
3-5: *Remember* by Joy Harjo (Author), Michaela Goade (Illustrator)
6-8: *The Other Half of Happy* by Rebecca Balcarcel (Author)

	LGBTQ+ History Month	PreSchool-2: What makes a family? How can we appreciate different kinds of families?	<ul style="list-style-type: none"> Identify and respect different kinds of families. Explore what it looks like/sounds like to treat everyone with kindness and respect, regardless of their differences. 	Social Awareness: Belonging <ul style="list-style-type: none"> Students show kindness toward people of all backgrounds and experiences
		3-5: How can we be good allies to people who maybe aren't exactly like us?	<ul style="list-style-type: none"> Identify key events and figures in LGBTQ+ history. 	Social Awareness: Belonging <ul style="list-style-type: none"> Students demonstrate

			<ul style="list-style-type: none"> Explore why representation of diverse identities in media and history is important. Discuss the importance of empathy and respect for all people, regardless of their identity. 	acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.
		6-8: What challenges have LGBTQ+ individuals faced, and how have they overcome them? Why is it important to recognize and celebrate LGBTQ+ history?	<ul style="list-style-type: none"> Learn about the evolution of the LGBTQ+ rights movement and key figures who have influenced change. Understand the importance of using inclusive and respectful language when talking about gender and sexual identity. Explore the contributions of LGBTQ+ individuals in various fields, such as arts, science, and politics. 	Social Awareness: Belonging <ul style="list-style-type: none"> Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community. Students question the norms of groups and systems in healthy ways.
<p>Preschool - TK: <i>When You Look Out the Window: How Phyllis Lyon and Del Martin Built a Community</i> by Gayle E. Pitman (Author), Christopher Lyles (Illustrator)</p> <p>K-2: <i>The Smallest Spot of a Dot: The Little Ways We're Different, The Big Ways We're the Same</i> by Linsey Davis (Author), Michael Tyler (Author), Lucy Fleming (Illustrator)</p> <p>3-5: <i>A Year Full of Celebrations and Festivals: Over 90 fun and fabulous festivals from around the world!</i> by Claire Grace (Author), Christopher Corr (Illustrator)</p> <p>6-8: <i>A High Five for Glenn Burke</i> By Phil Bildner</p>				
November and December	Cultural Diversity in Communities	PreSchool-2: How are our friends and families different and special, and how can we celebrate those differences together?	<ul style="list-style-type: none"> Read picture books or watch videos featuring diverse cultures, then discuss and list different cultural traditions, foods, or clothing. Draw pictures or create simple crafts related to a cultural celebration and share with the class. 	Social Awareness: Identity <ul style="list-style-type: none"> Students discuss similarities and differences between themselves and others and different social groups.
		3-5: Why is it important to understand and appreciate the diversity of cultures within our community, and how does it enrich our lives?	<ul style="list-style-type: none"> Organize a multicultural day where students bring items, food, or stories from their cultural background to share. Create a Venn diagram comparing cultural practices, such as New Year celebrations, from two different cultures. 	Social Awareness: Belonging <ul style="list-style-type: none"> Students demonstrate acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.

		<p>6-8: How can we, as older teenagers, promote understanding and appreciation for cultural diversity in our community, and in what ways does this contribute to our personal growth?</p>	<ul style="list-style-type: none"> • Plan and participate in a cultural fair where students create exhibits or performances about different cultures. • Research and write a report or create a digital presentation on how cultural diversity influences various aspects of community life, such as cuisine, art, or business. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students explore different cultural practices and world views. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.
<p>Preschool - TK: <i>You Are Enough</i> by Margaret O’Hair (Author), Sofia Sanchez (Author), Sofia Cardoso (Illustrator) K-2: <i>We Move Together</i> by Kelly Fritsch (Author), Anne McGuire (Author), Eduardo Trejos (Illustrator) 3-5: <i>A Little bit of Everything</i> by Meghana Narayan (Author), Michelle Carlos (Illustrator) 6-8: <i>Hummingbird</i> by Natalie Lloyd (Author)</p>				
	<p>Native American Heritage Month in November</p>	<p>Preschool-2: Why is it fun and important to learn about the stories, traditions, and special things that make our Indigenous friends and their families unique?</p>	<ul style="list-style-type: none"> • Learn about notable Native American individuals, such as Sacagawea or Chief Joseph, and draw pictures or create simple biographical posters. • Participate in a classroom celebration where students listen to Native American music, create traditional crafts, or learn simple dances. • Retell a Native American folktale through drawings or a short play and create art inspired by traditional Native American designs. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.
		<p>3-5: Why is it important to celebrate and learn about the traditions and stories of the Native people who were here before us?</p>	<ul style="list-style-type: none"> • Research a Native American cultural practice or celebration, such as a powwow or harvest festival, and create a poster or presentation about its history and significance. • Create a “Hall of Fame” project featuring influential Native Americans in areas like 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.

			science, art, sports, or leadership, and write a short biography for each.	
		6-8: How can gaining insights into the histories, cultures, and perspectives of Indigenous peoples contribute to fostering a more inclusive and respectful worldview among our middle school community?	<ul style="list-style-type: none"> • Research and create a multimedia presentation on the influence of Native American cultures in local or national contexts, such as traditional art styles, foods, or linguistic contributions. • Write an essay or create a documentary video on the contributions of Native American individuals in areas such as politics, environmental stewardship, or science, and their impact on society. • Develop a proposal or action plan for a community event or project to celebrate Native American Heritage Month, such as a cultural festival, educational campaign, or art exhibit. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students explore different cultural practices and world views. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.
<p>Preschool - TK: <i>Ohana Means Family</i> by Ilima Loomis (Author), Kenard Pak (Illustrator) K-2: <i>Fry Bread</i> by Kevin Noble Maillard (Author), Juana Martinez-Neal (Illustrator) 3-5: <i>Susan La Flesche Picotte: Discovering History's Heroes</i> by Diane Bailey (Author) 6-8: <i>Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present</i> by Adrienne Keene (Author), Ciara Sana (Illustrator)</p>				
	Special Education Awareness Month in December	Preschool-2: How can we be good friends and help each other so that everyone feels happy and included, no matter what we need or how we are different?	<ul style="list-style-type: none"> • Read picture books that highlight diverse abilities and discuss how different characters learn and achieve things in their own ways. • Create a "buddy" system where students pair up to help each other with tasks and activities, or role-play scenarios that encourage inclusion and kindness. 	<p>Social Awareness: Belonging</p> <ul style="list-style-type: none"> • Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences
		3-5: How can we make sure that everyone, including people with different abilities, feels included and valued in our community?	<ul style="list-style-type: none"> • Research and present on different learning needs (e.g., autism, ADHD, 	<p>Social Awareness: Belonging</p> <ul style="list-style-type: none"> • Students demonstrate acceptance and inclusion of

			<p>dyslexia) and discuss how we can support classmates with these needs.</p> <ul style="list-style-type: none"> • Create a class charter or list of rules and strategies for inclusivity, such as using positive language, offering help, and ensuring everyone can participate in activities. • Investigate and create a report or demonstration on assistive technologies or strategies (e.g., fidget tools, audio books, graphic organizers) that help students with different learning needs. 	<p>those who are different from themselves and value the contributions of the members of a diverse group.</p>
		<p>6-8: In what ways can our collective efforts lead to the creation of a more inclusive community that recognizes and values the diverse abilities and contributions of every individual, regardless of their differences?</p>	<ul style="list-style-type: none"> • Research and create a presentation or report on notable individuals with special needs who have made significant contributions in various fields (e.g., Helen Keller, Temple Grandin). • Write a reflective essay or create a video journal discussing how learning about and supporting special needs has changed the student's understanding of diversity and inclusion. 	<p>Social Awareness: Belonging</p> <ul style="list-style-type: none"> • Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community. Students question the norms of groups and systems in healthy ways.
<p>Preschool - TK: <i>Can Bears Ski?</i> by Raymond Antrobus (Author), Polly Dunbar (Illustrator) K-2: <i>A Day With No Words</i> by Tiffany Hammond (Author), Kate Cosgrove (Illustrator) 3-5: <i>All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything</i> by Annette Bay Pimentel (Author), Nabi Ali (Illustrator), Jennifer Keelan-Chaffins (Foreword) 6-8: <i>Buzzing (A Graphic Novel)</i> by Samuel Sattin (Author), Rye Hickman (Author)</p>				
<p>January</p>	<p>Neighborhood Exploration</p>	<p>PreSchool-2: What places do we see in our neighborhood, and how can we be kind and helpful to our neighbors?</p>	<ul style="list-style-type: none"> • Create a simple map of the neighborhood, marking important places like parks, schools, and stores, and discuss why they are important. • Draw a picture or write a short description of a favorite place in the neighborhood and share with the class. 	<p>Social Awareness: Belonging</p> <ul style="list-style-type: none"> • Students describe what it means to be a helpful community member. Students can identify people in their learning environment and family that can support them when they need help.

			<ul style="list-style-type: none"> Organize a classroom cleanup walk or a simple gardening activity at a local park or schoolyard. 	
		<p>3-5: What are the different places and people that make up our neighborhood, and how can we be good neighbors?</p>	<ul style="list-style-type: none"> Take a neighborhood walk or virtual tour and create a scavenger hunt or journal documenting interesting places and people. Interview long-time residents or use historical photos to create a “Then and Now” comparison of the neighborhood. 	<p>Social Awareness: Belonging</p> <ul style="list-style-type: none"> Students recognize healthy and safe boundaries in interactions with others in their family, learning community, and beyond. Students identify strategies to build and maintain trust.
		<p>6-8: In our teenage years, how can we actively engage with and contribute to our neighborhood, and what responsibilities come with being a part of the broader community?</p>	<ul style="list-style-type: none"> Create a detailed neighborhood map or digital presentation that highlights key areas, such as business districts, recreational areas, and cultural landmarks, explaining their contributions to the community. Identify a local issue or opportunity (e.g., creating more green spaces, improving safety, promoting local history) and develop a proposal or action plan, possibly presenting it to local officials or community groups. 	<p>Social Awareness: Agency</p> <ul style="list-style-type: none"> Students accurately recognize inequities and community needs and collaborate with adults and peers to take action on real world issues in support of a more inclusive, caring, healthy, and just community.
<p>Preschool - TK: <i>Everyone in the Red Brick Building</i> by Anne Wynter (Author), Oge Mora (Illustrator) K-2: <i>Ten Ways to Hear Snow</i> by Cathy Camper (Author), Kenard Pak (Illustrator) 3-5: <i>When the Beat Was Born</i> by Laban Carrick Hill (Author), Theodore Taylor III (Illustrator) 6-8: <i>The Elephant in the Room</i> by Holly Goldberg Sloan (Author)</p>				
February	Community Helpers	<p>PreSchool-2: Who helps us in our community, and what do they do? How can we say thank you to them?</p>	<ul style="list-style-type: none"> Use picture books, videos, or guest speakers to introduce various community helpers (e.g., firefighters, police officers, doctors), then discuss their roles. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> Students identify what it means to be a good friend. Students demonstrate gratitude toward others.

			<ul style="list-style-type: none"> • Create a matching game where students match community helpers to their tools or uniforms. • Draw pictures or create thank-you cards for local community helpers and display them in the classroom or send them to local organizations. 	
		3-5: How do different community helpers contribute to the well-being of our community, and why are their roles important?	<ul style="list-style-type: none"> • Set up a “community helper corner” with costumes and props where students can role-play different helper roles, like a mini fire station or doctor’s office. • Create a class project such as a mural or poster that depicts various community helpers and their impact on the community’s safety and health. 	Social Awareness: Belonging <ul style="list-style-type: none"> • Students identify appropriate, trusted people to seek support from based on their specific needs and recognize ways they can support others.
		6-8: As we approach adulthood, how do various community helpers impact our lives, and what roles can we envision for ourselves in contributing to the well-being of the community?	<ul style="list-style-type: none"> • Plan and implement a class or school-wide project to support community helpers, such as a community service day, fundraising event, or awareness campaign. • Write a reflective essay or create a multimedia project (e.g., video or podcast) about a day in the life of a community helper and how their work impacts the community. 	Social Awareness: Belonging <ul style="list-style-type: none"> • Students know when and where to proactively seek resources and supports and begin to understand the interdependence of members of a community.

Preschool - TK: *Whose Hands Are These?* by Miranda Paul (Author), Luciana Navarro Powell (Illustrator)
K-2: *Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic Signal* by Karyn Parsons (Author), R. Gregory Christie (Illustrator)
3-5: *Fall Down Seven Times, Stand Up Eight: Patsy Takemoto Mink and the Fight for Title IX* by Jen Bryant (Author), Toshiki Nakamura (Illustrator)
6-8: *March: Book One* by John Lewis (Author), Andrew Aydin (Author), Nate Powell (Illustrator)

	Black History Month from February 1st - 28th	Preschool-2: How can we learn about the special things that make our Black friends and their families important, and how does this help us be good friends to everyone?	<ul style="list-style-type: none"> • Read picture books about notable Black individuals (e.g., Martin Luther King Jr., 	Relationship Skills: Belonging <ul style="list-style-type: none"> • Students show willingness to learn about the cultures of
--	--	--	---	---

			<p>Rosa Parks) and create simple biographical posters or drawings.</p> <ul style="list-style-type: none"> • Learn about cultural traditions, such as Juneteenth or Kwanzaa, and create related crafts or artwork. • Listen to music by Black artists, read books by Black authors, or participate in a class project like a mural celebrating Black history. 	<p>others. Students take pride in their own culture and share information with others.</p>
		<p>3-5: How can learning about Black history inspire positive change, promote unity, and help us create a fair and inclusive community?</p>	<ul style="list-style-type: none"> • Create a timeline or multimedia project about key events in Black history, such as the Civil Rights Movement, and discuss their impact. • Create a Venn diagram comparing cultural celebrations like Juneteenth with other cultural holidays, or compare the impact of different cultural contributions in music, literature, or inventions. • Plan and execute a “Black History Month Fair” where students present on different aspects of Black history, including traditional foods, music, and significant achievements. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.
		<p>6-8: In what ways does the study of Black history empower us to address contemporary challenges, foster unity, and contribute to the creation of a more just and inclusive society?</p>	<ul style="list-style-type: none"> • Research and create a multimedia presentation on the influence of Black culture in areas like local art, cuisine, music, or language, including interviews or local examples. • Write an essay or create a documentary video on the contributions of Black individuals in areas such as politics, science, or the arts, and their societal impact. • Develop a proposal or action plan for a community event or project to celebrate 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students explore different cultural practices and world views. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.

			Black History Month, such as a cultural festival, educational campaign, or art exhibit.	
<p>Preschool - TK: <i>Patricia's Vision: The Doctor Who Saved Sight</i> by by Michelle Lord (Author), Alleanna Harris (Illustrator) K-2: <i>An American Story</i> by Kwame Alexander (Author), Dare Coulter (Illustrator) 3-5: <i>Sit-In: How Four Friends Stood Up by Sitting Down</i> by Andrea Davis Pinkney (Author), Brian Pinkney (Artist) 6-8: <i>The True West</i> by Mifflin Lowe (Author), Wiliam Luong (Illustrator)</p>				
March	Serving our Communities	PreSchool-2: What can we do together to make our classroom a better place, and how does working together make us happy?	<ul style="list-style-type: none"> • Read a story about helping others, then discuss ways students can help at home or school, such as sharing or cleaning up. • Role-play scenarios where students practice helping each other with tasks, such as tying shoes or sharing supplies. • Organize a classroom activity like a toy drive or making simple crafts for a local senior center. 	Social Awareness: Belonging <ul style="list-style-type: none"> • Students contribute to creating and maintaining shared agreements that guide their interactions with others and their environment. Students show kindness toward people of all backgrounds and experiences
		3-5: How can we work together on a project to make a positive impact on our school community, and what have we learned about collaboration and giving back?	<ul style="list-style-type: none"> • Research and present on a community service organization or individual who has made a positive impact. • Conduct a class discussion to identify community needs (e.g., littering, hunger) and brainstorm service project ideas to address them. 	Responsible Decision Making: Identity: <ul style="list-style-type: none"> • Students generate multiple feasible solutions for personal and social problems and identify when help is needed to solve a problem.
		6-8: How can we, as older students, lead and actively participate in community projects that make a positive impact, and what skills can we develop through collaborative initiatives?	<ul style="list-style-type: none"> • Conduct a survey or research project to identify pressing community issues and propose potential service solutions. • Work in groups to plan and execute a community service project, such as a fundraising event for a local charity or a mentorship program for younger 	Responsible Decision Making: Identity <ul style="list-style-type: none"> • Students apply an improvement-orientation and perspective to personal and social problems and can facilitate problem-solving conversations among peers.

			students.	
<p>Preschool - TK: <i>The All-Together Quilt</i> by Lizzy Rockwell (Author) K-2: <i>Kamala and Mya’s Big Idea</i> by Meena Harris (Author), Ana Ramírez González (Illustrator) 3-5: <i>Maybe Something Beautiful: How Art Transformed a Neighborhood</i> by F. Isabel Campoy (Author), Theresa Howell (Author), Rafael López (Illustrator) 6-8: <i>We’re in This Together: A Young Readers Edition of We Are Not Here to Be Bystanders</i> by Linda Sarsour (Author)</p>				
	Women’s History Month (March)	Preschool-2: What amazing things have women done in the past, and how can we learn from them to make the world happy and fair for everyone?	<ul style="list-style-type: none"> • Discuss stories about women who have made a difference, then draw or write about how these women help others. • Create a “Wall of Heroes” featuring women who have made significant contributions in various fields, using drawings or short descriptions. • Make thank-you cards for women in the community or create art inspired by women artists. 	<ul style="list-style-type: none"> • Social Awareness: Belonging Students name groups or communities they are a part of and their qualities. Students demonstrate pride in belonging to their groups or communities and take action to make others feel welcome.
		3-5: How do the stories of women throughout history inspire us, and how can this inspiration help us work towards a fair and equal future?	<ul style="list-style-type: none"> • Research and create presentations or posters on influential women in science, arts, sports, and civil rights, such as Marie Curie, Maya Angelou, or Billie Jean King. • Create a timeline or multimedia project about key events in women’s history, such as the suffrage movement or the fight for equal rights, and discuss their impact. • Plan and hold a “Women’s History Month Fair” with booths or stations where students present on different aspects of women’s history, including notable figures and cultural achievements. 	<p>Responsible Decision Making: Belonging</p> <ul style="list-style-type: none"> • Students develop an understanding of the common good and how it contributes to collective wellbeing. Students explore the benefits and responsibilities of democratic citizenship.
		6-8: How have the actions and achievements of women throughout history influenced societal norms, and what can we learn from their stories to create a more inclusive	<ul style="list-style-type: none"> • Research and create a multimedia presentation on the influence of women 	<p>Responsible Decision Making: Belonging</p> <ul style="list-style-type: none"> • Students explore their own role

		and equitable world?	<p>in various fields, including examples of their work and its impact on society.</p> <ul style="list-style-type: none"> • Write an essay or create a documentary video on the challenges and achievements of notable women, such as Harriet Tubman or Ruth Bader Ginsburg, and their societal impact. • Develop a proposal or action plan for a community event or project to celebrate Women’s History Month, such as a cultural festival, educational campaign, or art exhibit. 	<p>as a caring citizen and resident and their social responsibility to participate in our democracy to advance collective wellbeing. Students reflect on the role of civic leaders and elected representatives.</p>
<p>Preschool - TK: <i>Mamie Tape Fights to Go to School: Based on a True Story</i> by Traci Huahn (Author), Michelle Jing Chan (Illustrator) K-2: <i>The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever</i> by H. Joseph Hopkins (Author), Jill McElmurry (Illustrator) 3-5: <i>Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909</i> by Michelle Markel (Author), Melissa Sweet (Illustrator) 6-8: <i>Susie King Taylor: Nurse, Teacher & Freedom Fighter</i> by Erica Armstrong Dunbar (Author), Candace Buford (Author)</p>				
April and May	Celebrating Our Community	PreSchool-2: What makes our class special, and how can we have fun together while being good friends?	<ul style="list-style-type: none"> • Read books featuring diverse characters and cultures, then discuss the differences and similarities in traditions and lifestyles. • Create a class calendar featuring holidays from different cultures and discuss how they are celebrated. • Have students bring an item or picture from their culture or a culture they are learning about for a show-and-tell session. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.
		3-5: In what ways can we celebrate and showcase the strengths and uniqueness of our community, and how can we continue to contribute positively to its growth?	<ul style="list-style-type: none"> • Research and create a presentation or poster about a cultural tradition, including its history and significance. • Plan a multicultural day at school where students can share food, music, and traditions from their cultures. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.

		<p>6-8: Reflecting on our teenage years, in what ways can we celebrate the strengths and uniqueness of our community, and how can we continue to contribute positively as we transition into adulthood?</p>	<ul style="list-style-type: none"> • Interview community members from various backgrounds and compile their stories into a class book or digital project, focusing on their experiences and contributions. • Plan and execute a community event or campaign that celebrates diversity, such as a cultural fair, diversity week, or awareness campaign, involving different cultural groups. 	<p>Social Awareness: Agency</p> <ul style="list-style-type: none"> • Students accurately recognize inequities and community needs and collaborate with adults and peers to take action on real world issues in support of a more inclusive, caring, healthy, and just community.
<p>Preschool - TK: <i>Spanish Is the Language of My Family</i> by Michael Genhart (Author), John Parra (Illustrator) K-2: <i>One Big Heart: A Celebration of Being More Alike than Different</i> by Linsey Davis (Author), Lucy Fleming (Illustrator) 3-5: <i>We Are All Different: A Celebration of Diversity!</i> by Tracey Turner (Author), Åsa Gilland (Illustrator) 6-8: <i>You Are Here: Connecting Flights</i> by Ellen Oh (Author)</p>				
	<p>Arab American Heritage Month (April)</p> <p>Jewish American Heritage Month (May)</p> <p>Asian American and Pacific Islander Heritage Month (May)</p>	<p>Preschool-2: What can we learn from the different cultures and traditions of Arab American/Jewish American/AAPI people?</p>	<ul style="list-style-type: none"> • Read a picture book featuring Arab American/Jewish American/AAPI characters or settings and discuss cultural aspects depicted in the story. • Explore images or videos of traditional Arab American/Jewish American/AAPI foods, music, and clothing, and share a simple recipe or listen to a piece of music. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students show willingness to learn about the cultures of others. Students take pride in their own culture and share information with others.
		<p>3-5: How do the diverse cultures and traditions of Asian American and Pacific Islander/Arab American/Jewish American people make our communities more interesting and colorful?</p>	<ul style="list-style-type: none"> • Discuss the importance of respecting and celebrating diversity, and practice greeting each other in another language. • Research and present on notable Arab Americans/Jewish Americans/AAPI Americans who have made significant contributions in various fields, such as science, art, or sports. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.

		<p>6-8: What is the impact of Jewish American Heritage/Arab American heritage/AAPI Heritage on American society, and why is it important to recognize and celebrate it?</p>	<ul style="list-style-type: none"> • Learn about and create projects related to Arab American/Jewish American holidays or festivals, including crafts or sample foods. • Create a Venn diagram comparing an Arab American/Jewish American/AAPI cultural tradition with a tradition from another culture the class is familiar with. • Write a reflection or essay on how learning about Arab American/Jewish American/AAPI culture has influenced their understanding of diversity. 	<p>Relationship Skills: Belonging</p> <ul style="list-style-type: none"> • Students explore different cultural practices and world views. Students begin to develop skills for communication and interaction across cultures. Students recognize the importance of a lifelong commitment to reflection and self-critique as the foundation of cultural humility.
<p>Arab American Heritage Month (April) Preschool - TK: <i>Counting Kindness: Ten Ways to Welcome Refugee Children</i> by Hollis Kurman (Author), Barroux (Illustrator) K-2: <i>The Blessed Pomegranates: A Ramadan Story About Giving</i> by A. Helwa (Author), Dasril Iqbal Al Faruqi (Illustrator) 3-5: <i>More to the Story</i> by Hena Khan (Author) 6-8: <i>Other Words for Home</i> by Jasmine Warga (Author)</p>				
<p>Asian American and Pacific Islander Heritage Month (May) Preschool - TK: <i>How We Say I Love You</i> by Nicole Chen (Author), Lenny Wen (Illustrator) K-2: <i>Everyone is Welcome</i> by Phuong Truong (Author), Christine Wei (Illustrator) 3-5: <i>Where Are You From?</i> by Yamile Saied Méndez (Author), Jaime Kim (Illustrator) 6-8: <i>Front Desk</i> Kelly Yang (Author)</p>				
<p>Jewish American Heritage Month (May) Preschool - TK: <i>Lilah Tov Good Night</i> by Ben Gundersheimer (Mister G) (Author), Noar Lee Naggan (Illustrator) K-2: <i>Joyful Song: A Naming Story</i> By Lesléa Newman, Susan Gal (Illustrator) 3-5: <i>I am Ruth Bader Ginsburg</i> (Ordinary People Change the World) By Brad Meltzer, Christopher Eliopoulos (Illustrator) 6-8: <i>It's My Whole Life: Charlotte Salomon: An Artist in Hiding During World War II</i> by Susan Wider (Author)</p>				
	<p>Military Appreciation Month</p>	<p>Preschool-2: <i>Why are some people in our community called heroes, and how do they help us?</i></p>	<ul style="list-style-type: none"> • Draw pictures of different community helpers, including military personnel, and discuss their roles. • Listen to a story or watch a video about a person in the military and discuss how they help. 	<p>Responsible Decision Making: Belonging</p> <ul style="list-style-type: none"> • Students identify ways that they can help and why it is important to be a helper at home, at school, and in other settings. Students begin to explore the concept of

				<p>citizenship and what it means to be a good citizen or participant in a democracy.</p>
		<p>3-5: <i>What does it mean to serve our country, and how do the different branches of the military contribute to our safety and freedom?</i></p>	<ul style="list-style-type: none"> • Create thank you cards for local veterans or active-duty military members. • Research and present on a branch of the military, including its function and contributions. 	<p>Responsible Decision Making: Belonging</p> <ul style="list-style-type: none"> • Students develop an understanding of the common good and how it contributes to collective wellbeing. Students explore the benefits and responsibilities of democratic citizenship.
		<p>6-8: <i>How has the role of the military shaped our country's history, and why is it important to honor those who have served?</i></p>	<ul style="list-style-type: none"> • Research a key military event or figure and present its historical significance. • Interview a veteran or active-duty service member and write a reflection on their experience. 	<p>Responsible Decision Making: Belonging</p> <ul style="list-style-type: none"> • Students explore their own role as a caring citizen and resident and their social responsibility to participate in our democracy to advance collective wellbeing. Students reflect on the role of civic leaders and elected representatives.
<p>Preschool - TK: <i>Blue Sky White Stars</i> by Sarvinder Naberhaus (Author), Kadir Nelson (Illustrator) K-2: <i>Wind Flyers</i> by Angela Johnson (Author), Loren Long (Illustrator) 3-5: <i>Maya Lin: Artist-Architect of Light and Lines</i> by Jeanne Walker Harvey (Author), Dow Phumiruk (Illustrator) 6-8: <i>Who Were the Tuskegee Airmen?</i> by Sherri L. Smith (Author), Who HQ (Author), Jake Murray (Illustrator)</p>				
	<p>Mental Health Awareness Month (May)</p>	<p>Preschool-2: Why is it important to take care of our feelings, and how can we help ourselves and others feel better?</p>	<ul style="list-style-type: none"> • Use picture books or emotion cards to identify and discuss different emotions. • Create a “feelings toolbox” with items or activities that help calm or cheer up, such as favorite toys, drawing, or deep-breathing exercises. • Role-play scenarios where students practice ways to comfort a friend, such as sharing, listening, or giving a hug. 	<p>Self-Awareness: Identity</p> <ul style="list-style-type: none"> • Students identify and express their emotions and understand multiple emotions can occur at the same time. • Students begin to use strategies to manage big feelings.

		<p>3-5: How do our feelings affect our behavior and well-being, and what can we do to take care of our mental health?</p>	<ul style="list-style-type: none"> • Use "I feel" statements during class discussions or circle time to express emotions. • Discuss and role-play different scenarios, identifying when it's important to talk to a trusted adult. • Learn and practice techniques like deep breathing, mindfulness, or journaling. 	<p>Self-Awareness: Agency</p> <ul style="list-style-type: none"> • Students identify, acknowledge, and validate their feelings. Students use communication skills to express emotional needs and use self-regulation strategies to maintain an awareness of their internal state.
		<p>6-8: How does mental health impact our daily lives, and what strategies can we use to promote our own and others' well-being?</p>	<ul style="list-style-type: none"> • Research and present on the impact of mental health on various aspects of life, including school performance, friendships, and family relationships. • Create informative brochures or presentations on common mental health issues like anxiety or depression, including signs, symptoms, and resources. 	<p>Self-Awareness: Agency</p> <ul style="list-style-type: none"> • Students understand the social and biological relationships between thoughts, emotions, and behavior and how these can be influenced by their identity, culture, and environment.

Preschool - TK: *Tough Guys Have Feelings Too* by Keith Negley (Author)
K-2: *Dragons on the Inside (And Other Big Feelings)* by Valerie Coulman (Author), Alexandra Colombo (Illustrator)
3-5: *Red* Written and illustrated by Michael Hall
6-8: *Fish in a Tree* by Lynda Mullaly Hunt (Author)