



SECTION 18A:35-4.35
SECTION 18A:35-4.36A

*How Does Allamuchy Infuse
These Two Laws?*

What is critical race theory? – definition from NJSBA

Critical race theory (CRT) is a framework and/or analytical tool primarily used in higher-level university and graduate courses. Originating in the 1970s, CRT was first used to help law students think critically about the impact of historical and present-day racism in the legal system.

CRT in today's context: The term “critical race theory” is being inaccurately used by some to encompass a wide range of distinctly different topics including educational equity, social emotional learning (SEL), cultural awareness and restorative practices. It is also being used to describe discussion of racism in classroom instruction.

Does New Jersey require the teaching of critical race theory?

Critical race theory is not required by the New Jersey Student Learning Standards and Allamuchy is not teaching CRT.

HISTORY OF DISABLED AND LGBT PERSONS INCLUDED IN MIDDLE AND HIGH SCHOOL CURRICULUM

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

CURRICULUM TO INCLUDE INSTRUCTION ON DIVERSITY AND INCLUSION

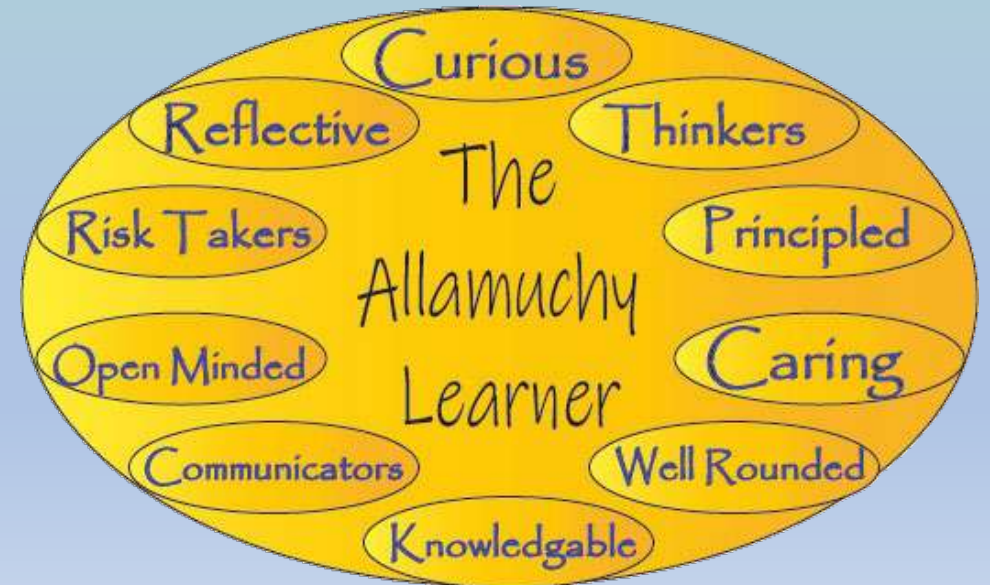
- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.
- The instruction shall:(1) **highlight and promote diversity**, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and(3) **encourage safe, welcoming, and inclusive environments** for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

•Olweus Bullying Prevention Program

- 1. We will not bully others.
- 2. We will try to help students who are bullied.
- 3. We will try to include students who are left out.
- 4. If we know that somebody is being bullied, tell an adult at school and an adult at home.

The law defines harassment, intimidation or bullying as “any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic (Common characteristics include race, disability, religion, sex or gender, national origin, sexual orientation, ancestry/ethnicity, and gender identity or expression.)... that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds ... that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging a student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage his property.”

Allamuchy has been providing instruction on diversity and inclusion for a long time while focusing on facts. It has been our philosophy to tailor our instruction to support the growth of the Allamuchy Learner. Our social-emotional lessons through *Second Step, Olweus* program, *Wolf Pack Pride* and *Character Counts* program (Star Students of the month) are ways that we incorporate these laws into our everyday lessons.



TOLERANCE AND ACCEPTANCE OF
EVERYONE IS SOMETHING I TEACH AND
ENCOURAGE EVERY DAY-

(1ST GRADE) LANGUAGE ARTS

THE LAST STOP ON MARKET STREET – CIVIC
RESPONSIBILITY AND GIVING BACK TO THE
COMMUNITY

(2ND GRADE) LITERATURE

IS SENSITIVE TO CULTURAL, ETHNIC, AND GENDER BIAS AND THAT ALLOWS CHILDREN TO SEE THEMSELVES, AS WELL AS OTHERS, WHO ARE DIFFERENT FROM THEM.

BRAVE BESSIE, BY ERIC VALASQUEZ

EXPLORES THE LIFE OF AFRICAN-AMERICAN FEMALE, BESSIE COLEMAN, WHO RISES UP FROM POVERTY AND FIGHTS GENDER AND RACIAL BIASES TO ACHIEVE HER DREAM TO BECOME A PILOT.

DEAR PRIMO, BY DUNCAN TONATIUH

EXPLORE THE LIVES OF TWO COUSINS, ONE IN AMERICA AND ONE IN MEXICO, AND HOW THEIR DAILY LIVES ARE DIFFERENT YET SIMILAR.

BIG RED LOLLIPOP, RUKHSANA KAHN

THROUGH THE MULTICULTURAL SELECTION, BIG RED LOLLIPOP, STUDENTS EXPLORE SIBLING CONFLICT IN AN IMMIGRANT FAMILY.

(2ND GRADE) SOCIAL STUDIES

AMENDMENTS TO THE CONSTITUTION - WOMEN'S RIGHT TO VOTE
MARTIN LUTHER KING DAY - CIVIL RIGHTS

KINDNESS COUNTS:

TOOTHPASTE ACTIVITY - STUDENTS LEARNING ABOUT OUR WORDS AND HOW WE
NEED TO THINK BEFORE WE SPEAK BECAUSE WE CAN NEVER TAKE OUR WORDS
BACK ONCE SAID. JUST LIKE WE CAN'T PUT THE TOOTHPASTE BACK IN THE TUBE.

(2ND GRADE) WEEK OF RESPECT ACTIVITIES:

REVIEW THE 4 ANTI-BULLYING RULES AND COMPLETE AN ACTIVITY WHERE EACH CHILD WRITES A POSITIVE AND KIND ADJECTIVE DESCRIBING EACH ONE OF THEIR CLASSMATES. THESE "KINDNESS" POSTERS WILL SERVE AS A REMINDER TO EACH STUDENT THAT WE ARE ALL SPECIAL IN MANY WAYS!!

DISCUSS WAYS TO BE A GOOD FRIEND, THINK OF ADJECTIVES TO DESCRIBE A FRIEND AND WHAT IT MEANS TO BE A GOOD FRIEND. STUDENTS WRITE AN ACROSTIC POEM FOR THE WORD FRIEND USING THE ADJECTIVES WE BRAINSTORMED TO DEFINE A FRIEND.

LISTEN TO A STORY AND DISCUSS HOW OUR WORDS CAN AFFECT OTHERS. *MR. PEADBODY'S APPLES.*

STUDENTS WILL CONTINUE LEARNING ABOUT KINDNESS AND RESPECT BY HEARING A STORY OF RESPECT WITH THE BELOVED CHARACTER HOWARD B. WIGGLEBOTTON.

STUDENTS CREATE A UNIQUE PIECE OF A PUZZLE TO REMIND US THAT IT'S OUR UNIQUE QUALITIES THAT MAKE US EACH THE PERFECT FIT FOR OUR SECOND GRADE PUZZLE BECAUSE, "WE ALL FIT TOGETHER."

(3RD GRADE) LANGUAGE ARTS

READ TEXTS THAT HIGHLIGHT CHILDREN
THAT DO NOT HAVE WHAT OTHERS HAVE,
HOW TO
PAY IT FORWARD AND CHILDREN WITH
DISABILITIES

4TH GRADE LANGUAGE ARTS

"INTRODUCES STUDENTS TO A DIVERSE RANGE OF VOICES, RACES, AND EXPERIENCE AND USES MATERIALS THAT ARE SENSITIVE TO CULTURAL, ETHNIC, ABILITY, OR GENDER BIAS. [WONDERS] ALSO BELIEVES THAT CHILDREN SHOULD SEE THEMSELVES, AND PEOPLE WHO ARE DIFFERENT FROM THEM, REPRESENTED IN THE TEXTS THEY READ."

EXAMPLES:

DELIVERING JUSTICE: W.W. LAW AND THE FIGHT FOR CIVIL RIGHTS BY JIM HASKINS

AGUINALDO BY LULU DELACRE

WHAT CAN YOU DO WITH A PALETA? BY CARMEN TAFOLLA

YOON AND THE JADE BRACELET BY HELEN RECORVITS.

(4TH GRADE) CITIZENSHIP DISCUSSIONS:

HOW CAN PEOPLE HELP THEIR COMMUNITIES? HOW DO YOUR ACTIONS AFFECT OTHERS? HOW DO PEOPLE FROM DIFFERENT CULTURES CONTRIBUTE TO A COMMUNITY? HOW CAN OTHERS INSPIRE US? WHAT CAN PEOPLE DO TO BRING ABOUT POSITIVE CHANGE? HOW DO GROUPS CONTRIBUTE TO A CAUSE?

(5TH GRADE) ELA NOVEL STUDY:

WONDER - PHYSICAL DISABILITY / TOLERANCE

NUMBER THE STARS - RELIGIOUS BELIEFS / RACE /
INCLUSION

RUBY BRIDGES - INCLUSIVITY / RACE / EQUITY

BECAUSE OF MR. TERUPT -THIS BOOK TALKS ABOUT
DIVERSITY, INCLUSION, ACCEPTANCE, FRIENDSHIP,
BULLYING, ETC.

MIDDLE SCHOOL – STUDIES OF FAMOUS INDIVIDUALS WHO REPRESENT DIVERSITY

EXAMPLES:

FDR

DAVINCI

MICHELANGELO

DEBORAH SAMPSON

FREDERICK DOUGLASS

SOJOURNER TRUTH

MIDDLE SCHOOL –LITERATURE TO REPRESENT DIVERSITY

EXAMPLES:
THE BREADWINNER
NIGHT
THE CIRCUIT
RIBBONS

MIDDLE SCHOOL MUSIC –THROUGH
RESEARCH AND DISCOVERY:

MOZART - DISABILITY