

## GRADE 1

# AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

### How to Use the Amplify CKLA DEI and Social Justice Guides

The following guide offers an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues.

While the Amplify CKLA program is not intended to be students' only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards' outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.



# Grade 1

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## Grade 1 Domain 1 *Fables and Stories*

### Summary of how this domain approaches DEI and Social Justice

This domain introduces students to fables and stories from across the world that have delighted generations of people. As students learn about classic characters, such as Spain's Medio Pollito and Ghana's Anansi, they also discover how characters feel in different circumstances, discern valuable lessons about ethics and behavior, and learn to identify their own feelings and the feelings of others. They learn to locate the stories' countries of origin—such as Greece, Spain, and Ghana—on a map and discuss features and traditions of the people who may have first told the stories.

### DEI Question

What feelings and experiences do different people have?

### Objectives

- Students describe their own experiences and compare and contrast them to characters' experiences in fables and stories. [DI.K-2.8]
- Students identify feelings experienced by different characters in fables and stories. [DI.K-2.9]
- Students discuss sharing and fairness. [JU.K-2.12]

# Grade 1

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## Grade 1 Domain 2 *The Human Body*

### **Summary of how this domain approaches DEI and Social Justice**

This domain introduces students to the human body. With some help from Dr. Welbody and her fun and informative rhymes, students learn about their own bodies, including feelings like nervousness and reactions they can and cannot control. They learn about Edward Jenner and Louis Pasteur, whose discoveries aided in the prevention of disease and made life better for many people. As students study these stories, they consider how the scientists changed the world and whether or not they would help with a scientific study, even if it would put them at risk.

### **DEI Question**

How can doctors and scientists make the world a better place?

### **Objectives**

- Students identify times when they have felt or would feel nervous. [DI.K-2.9]
- Students learn about scientists whose discoveries helped prevent disease and consider whether they would have helped in this work even if doing so might put them at risk. [JU.K-2.15]

### **Optional Lesson Modifications**

- Lesson 7
  - Introducing the Read-Aloud—Vaccines: You may wish to tell students about Dr. Kizzemekia Corbert, a Black female viral immunologist who worked with the National Institute of Allergy and Infectious Diseases to develop a COVID-19 vaccine. Use this as an opportunity to highlight other doctors and trailblazers in the medical community, particularly of diverse backgrounds. Options to consider include: Onesimus of Byzantium, Rebecca Lee Crumpler, and Alexa Canady.

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## Grade 1 Domain 3 *Different Lands, Similar Stories*

### Summary of how this domain approaches DEI and Social Justice

This domain introduces students to three themes in fairy tales and folktales using variations from different lands or countries. By listening to stories like “Cinderella” and “Hu Gu Po,” students gain an appreciation for different places and cultures and explore feelings, motivations, actions, and the connections between them. Students encounter stories from countries in Africa, Asia, and Europe, and they will be able to name each story’s country and continent by the end of the domain. Reading these folktales and fairy tales helps students develop a strong foundation for their understanding and enjoyment of similar stories from different lands, and it emphasizes experiences that unite people of many cultures.

### DEI Question

How can we treat each other with kindness?

### Objectives

- Students discuss family and stories they hear at home. [ID.K-2.1]
- Students encounter stories from around the world. [ID.K-2.5]
- Students identify feelings experienced by different characters in stories. [DI.K-2.9]
- Students evaluate how characters treat one another in stories. [JU.K-2.12]
- Students discuss the word *worthy* and being kind. [AC.K-2.18]

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## Grade 1 Domain 4 *Early World Civilizations*

### Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the development of early civilizations by examining their fundamental features. The domain introduces the concept of religion (polytheism) in Mesopotamia and ancient Egypt as one of the forces shaping those civilizations. The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God. As students listen and learn about different beliefs and cultures around the world, they think about and share their own traditions and hear their classmates' stories as well.

### DEI Question

How are our lives and experiences the same as and different from people's lives in early world civilizations?

### Objectives

- Students explain the family traditions they have at home. [ID.K-2.1]
- Students discuss their experiences with different religions. [ID.K-2.5]
- Students discuss the lives of ancient people, comparing and contrasting them with life today. [DI.K-2.8]

### Optional Lesson Modifications

- Lesson 11
  - Read-Aloud—Use a Making Choices activity for follow-up: Replace first bullet with the following: I have been digging for evidence of how Hatshepsut was the first female Pharaoh. (*That's an archaeologist.*)

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## Grade 1 Domain 5 *Early American Civilizations*

### Summary of how this domain approaches DEI and Social Justice

This domain includes a study of the Maya, Aztec, and Inca civilizations. Students examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, and religion. Students compare and contrast these societies and what made them unique; they also consider their own society and what features it shares with these ancient civilizations. As they explore these ancient worlds, students learn about things all humans have in common and the way we are connected to people who lived ages ago.

### DEI Question

How are our lives and experiences the same as and different from people's lives in early world civilizations?

### Objectives

- Students discuss the lives of ancient people and how they may have been similar to or different from their lives today. [DI.K-2.8]

### Optional Lesson Modifications

- Lesson 4
  - Read-Aloud: As a Support, note that King Pakal's mother's name was Sak K'uk. Explain that she was one of many queens to rule the Mayan empire during this time. Consider sharing information about other Mayan queens, emphasizing the importance of both men and women having equal opportunities for leadership.
- Lesson 4
  - Introducing the Read-Aloud—Essential Background Information or Terms: Note that the village Xochimilco is also named after the Aztec goddess Xochimilco, whose name means “precious feather flower” (according to the Aztecs, Xochimilco is the goddess of beauty, love, flowers, and vegetation).

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## Grade 1 Domain 6 **Astronomy**

### **Summary of how this domain approaches DEI and Social Justice**

This domain introduces students to the solar system. They learn about astronomers throughout history and their perspectives about the solar system. Then they identify how those astronomers would feel if they knew the things about space that people know today. Students also learn about the history of space exploration and missions to the moon. They learn about NASA, the Space Race, the Apollo missions, what it takes to be an astronaut, and how astronauts feel on their journeys to space.

### **DEI Question**

How might people feel when trying something new or unfamiliar?

### **Objectives**

- Students consider how people who lived thousands of years ago would feel about modern-day space discoveries. [DI.K-2.7]
- Students discuss the lives of astronauts and why their jobs may be emotionally difficult. [DI.K-2.9]
- Students study astronomers in history and inventions that helped them make new discoveries. [JU.K-2.15]

### **Objectives**

- Lesson 4
  - Read-Aloud: In the text for Image 4A-6, replace text about Columbus with the following: Sailors often used to look for the North Star on starry nights out on the wide ocean. *Because Polaris is always in the north sky, sailors could use it like a compass to navigate ships north, south, east, or west.*



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## Grade 1 Domain 7 *The History of the Earth*

### Summary of how this domain approaches DEI and Social Justice

In this domain, students learn about geographical features of the earth's surface. They also study the inside of the earth and characteristics of its various layers. Students hear about the importance of rocks and minerals, how people use them, and how they are taken from the earth's crust. Students also learn about archaeologists and geologists, their importance in giving us knowledge about the earth, and how that knowledge keeps people safe. As they consider animals that may become extinct, students recognize how their actions affect the environment in which they live.

### DEI Question

How can knowledge about the past help us to make the world a better and safer place today?

### Objectives

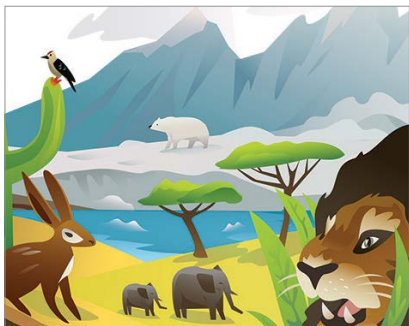
- Students discuss how scientists study the earth to keep people safe from geological disasters. [JU.K-2.15]
- Students discuss what they can do to protect animals today from becoming extinct. [AC.K-2.17]

### Optional Lesson Modifications

- Lesson 1
  - Read-Aloud—Purpose for Listening: After Image 1A-1, you may wish to also tell your students about Florence Bascom, the first American female geologist. She was referred to as “The Stone Lady” and was the first woman to receive a Ph.D. from Johns Hopkins University.
- Lesson 4
  - Read-Aloud: As a Challenge, explain to students that Hawaii was not always a part of the United States. Indigenous people lived there before European settlers arrived and took over the land. Ask students where they recall this happening in other lands. (*Answers may vary but students may recall learning about Europeans colonizing land that belonged to Native Americans or the Aztecs, Inca, and Mayans.*)
- Lesson 8
  - Read-Aloud—Additional Activity: Have students choose an animal that is currently close to extinction and in need of protection, then group students together to develop a plan on either how to help that particular animal to survive or how to raise awareness about that animal's protection.

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## Grade 1 Domain 8 *Animals and Habitats*

### **Summary of how this domain approaches DEI and Social Justice**

This domain introduces students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. These concepts and facts serve as the basis for in-depth understanding of the interdependence of all of nature, its fragile balance, and humans' roles in protecting the world in which we live.

### **DEI Question**

How do our decisions about the environment affect the well-being of animals and other people?

### **Objectives**

- Students identify the environments in which they live. [ID.K-2.2]
- Students discuss how humans affect habitats and why it is important to protect animals' habitats. [AC.K-2.17]

# Grade 1

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## Grade 1 Domain 9 *Fairy Tales*

### Summary of how this domain approaches DEI and Social Justice

This domain introduces students to fairy tales that have been favorites with children for generations. They learn how a character’s choices and behaviors can affect others, from the giant at the top of the beanstalk being rude to his wife to the princess in “The Frog Prince” learning to keep promises and to be kind to a person who is different from her. By listening to classic stories, students absorb valuable lessons about ethics and behavior and learn to identify their own feelings and the feelings of others.

### DEI Question

How do we affect others with our words and actions?

### Objectives

- Students identify feelings experienced by different characters in fairy tales. [DI.K-2.9]
- Students discuss characters who are rude or unfair to other characters in fairy tales. [AC.K-2.12]
- Students discuss lessons or morals that can be learned from fairy tales, including being kind to people who are different from them. [AC.K-2.18]

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## Grade 1 Domain 10

### *A New Nation: American Independence*

#### **Summary of how this domain approaches DEI and Social Justice**

In this domain, students hear about when and how our country started. Students learn about the unfair treatment of the colonists by the British government as well as some important historical figures who shaped the country and its morals. The domain also explores the role of women, Native Americans, and African Americans during the colonial time period, considering how these groups of people were not treated justly even after the colonists declared independence.

#### **DEI Question**

Who benefited from the way our country was founded, and who was treated unfairly during its founding?

#### **Objectives**

- Students discuss how the colonists felt about taxation and the Declaration of Independence, as well as how some Founding Fathers felt during the Revolutionary War. [DI.K-2.9]
- Students identify the differences between indentured servants and enslaved people. [JU.K-2.14]
- Students identify ways in which the Founding Fathers bettered the country they had created, such as promoting public education. [JU.K-2.15]
- Students identify groups of people who were not treated fairly, or justly, in the American colonies and who were not given certain rights when the Declaration of Independence was written. [AC.K-2.16]

#### **Optional Lesson Modifications**

- Lesson 1
  - Read-Aloud: As a Challenge, probe students to discuss how Native Americans may have been affected by colonists' actions. Have students share their thoughts in pairs. Use this discussion as an opportunity to affirm the unfairness and negative impact of colonists' actions for Native Americans.

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## Grade 1 Domain 11 *Frontier Explorers*

### Summary of how this domain approaches DEI and Social Justice

In this domain, students learn about the American frontier, explorers, and events that played an important role in the westward expansion of the United States. Students also learn about historical figures such as Daniel Boone, Thomas Jefferson, Sacagawea, and Lewis and Clark and the important changes they made to the United States. Finally, students evaluate how those historical figures must have felt as they undertook roles that would change the country.

### DEI Question

How did Lewis and Clark treat the Native Americans they met on their journey, and how did Sacagawea help them?

### Objectives

- Students discuss how some historical figures must have felt as they worked on life-changing tasks. [DI.K-2.9]
- Students study historical figures who made big changes to the United States and made life better for some people. [JU.K-2.15]



# Social Justice Standards Alignment

## IDENTITY

I know and like who I am and can talk about my family and myself and name some of my group identities. [ID.K-2.1]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can talk about interesting and healthy ways that some people who share my group identities live their lives. [ID.K-2.2]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I know that all my group identities are part of me—but that I am always ALL me. [ID.K-2.3]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can feel good about myself without being mean or making other people feel bad. [ID.K-2.4]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. [ID.K-2.5]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

## DIVERSITY

I like being around people who are like me and different from me, and I can be friendly to everyone. **[DI.K-2.6]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. **[DI.K-2.7]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I want to know about other people and how our lives and experiences are the same and different. **[DI.K-2.8]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I know everyone has feelings, and I want to get along with people who are similar to and different from me. **[DI.K-2.9]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I find it interesting that groups of people believe different things and live their daily lives in different ways. **[DI.K-2.10]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	



## JUSTICE

I know my friends have many identities, but they are always still just themselves. [JU.K-2.11]

Kindergarten

1 2 3 4 5 6 7 8 9 10 11 12

Grade 1

1 2 3 4 5 6 7 8 9 10 11

Grade 2

1 2 3 4 5 6 7 8 9 10 11 12

I know when people are treated unfairly. [JU.K-2.12]

Kindergarten

1 2 3 4 5 6 7 8 9 10 11 12

Grade 1

1 2 3 4 5 6 7 8 9 10 11

Grade 2

1 2 3 4 5 6 7 8 9 10 11 12

I know some true stories about how people have been treated badly because of their group identities, and I don't like it. [JU.K-2.13]

Kindergarten

1 2 3 4 5 6 7 8 9 10 11 12

Grade 1

1 2 3 4 5 6 7 8 9 10 11

Grade 2

1 2 3 4 5 6 7 8 9 10 11 12

I know that life is easier for some people and harder for others and the reasons for that are not always fair. [JU.K-2.14]

Kindergarten

1 2 3 4 5 6 7 8 9 10 11 12

Grade 1

1 2 3 4 5 6 7 8 9 10 11

Grade 2

1 2 3 4 5 6 7 8 9 10 11 12

I know about people who helped stop unfairness and worked to make life better for many people. [JU.K-2.15]

Kindergarten

1 2 3 4 5 6 7 8 9 10 11 12

Grade 1

1 2 3 4 5 6 7 8 9 10 11

Grade 2

1 2 3 4 5 6 7 8 9 10 11 12

## ACTION

I care about those who are treated unfairly. **[AC.K-2.16]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I can and will do something when I see unfairness—this includes telling an adult. **[AC.K-2.17]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. **[AC.K-2.18]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I will speak up or do something if people are being unfair, even if my friends do not. **[AC.K-2.19]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I will join with classmates to make our classroom fair for everyone. **[AC.K-2.20]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	