

The Culture and Climate Practical Application Guide contains suggested cross-curricular ideas, not full lesson plans. They are drawn from the weekly learning intentions provided in the monthly resources framework and are meant to spark connections that educators can adapt for their classrooms.

Knowledge and Love of Self

The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

Exploring Personal Identity: Understanding Ourselves

• Identity (TSEL) • Recognize (RIR) • Self-Awareness (SEL) • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles) •

October

Gradeband: 9-12

Learning Intention:
Students will learn about their personal and family cultural backgrounds.

Framework Resources:
Cultural Identity Map, Who Are You?

Math: Students create a quantitative identity inventory—assigning percentages of time spent in cultural practices or frequencies of traditions—and compare across peers using statistics.

Science: Explore how cultural practices respond to environments (e.g., traditional foods tied to geography, clothing designed for climate, farming/herding practices for survival). Students identify one practice from their family/community and explain how it connects to environmental or biological needs.

Literacy: Complete the *Who Are You?* self-exploration activity and reflect in writing on how memory, language, and art shape identity.

Social Studies: Create cultural identity maps to visualize influences from ancestry and community. Connect to discussions of assimilation and resistance. (Suggestion: Connect to assimilation and resistance with different ethnic groups within the US context.)

Arts: Students design a “virtual locker” with at least 10 items that represent who they are (family, hobbies, sports, favorite music, goals, etc.). They then share their locker through a short presentation or written summary explaining why they chose those items to rotating partners until they have presented to everyone in the class. This helps students recognize how personal and cultural identities intersect and provides an opportunity to learn more about one another.

	<p>PE: Students research a traditional sport or dance from their family/community and demonstrate it. Connect physical activity with cultural resilience.</p>
<p>Learning Intention: <i>Students will learn to identify and appreciate cultural and linguistic strengths.</i></p> <p>Framework Resources: <i>Respecting Cultural Diversity, Empathy Lesson</i></p>	<p>Math: Analyze global linguistic diversity statistics (UNESCO, Ethnologue). Solve problems on percentages of endangered languages, calculate growth/decline rates, and model projections.</p> <p>Science: Study the science of language acquisition and cognition—how bilingual brains process language differently. Explore sound waves and speech production in physics.</p> <p>Literacy: Engage with empathy lessons by practicing active listening and writing narratives that uplift peers’ cultural strengths.</p> <p>Social Studies: Migration & Identity Mapping-- Students trace migration stories (personal or historical) and explore how movement across borders affects cultural and personal identity. For example: bilingualism, language loss, or code-switching in different cultural communities.</p> <p>Arts: Create a multimedia empathy campaign (posters, spoken word, short videos) showcasing the richness of cultural and linguistic identities.</p> <p>PE: Practice mindfulness or martial arts forms from diverse traditions, reflecting on cultural wellness practices.</p>
<p>Learning Intention: <i>Students will learn to understand how personal and cultural identities intersect.</i></p> <p>Framework Resources: <i>Intersectionality: What Is It?, Books on Intersectionality (pp. 11–15)</i></p>	<p>Math: Use social identity wheels or Power Flower diagrams to quantify privilege and disadvantage across dimensions (race, gender, class). Students calculate proportions of shared/differing traits and analyze patterns.</p> <p>Science: Explore how social determinants of health (income, race, gender) intersect with biology and health outcomes. Discuss systemic effects on physical and mental well-being. Resources: What Makes A Long Life? , The Tale of Two Zip Codes</p> <p>Literacy: Using your current texts or find an excerpt from a book on the <i>Books on Intersectionality</i> resource. Have students create identity charts for main characters (e.g., gender, race, class, ability, sexuality)Have students discuss in groups: How do different identities shape a character’s challenges and choices? Then have students write a comparative analysis of two characters across different texts, focusing on intersectional identities.</p>

	<p>Social Studies: Study Kimberlé Crenshaw’s theory of intersectionality. Use current events (e.g., Women’s March, racial justice movements) to analyze overlapping systems of privilege/oppression.</p> <p>Arts: Create “Book Bento” or digital storyboards to visually represent a protagonist’s intersecting identities and connect them to personal identity.</p> <p>PE: Design a fitness circuit where each station represents a layer of identity (mental, physical, cultural, spiritual). Reflect on holistic wellness.</p>
<p>Learning Intention: <i>Students will learn to explore personal and community history and understand its impact.</i></p> <p>Framework Resources: <i>Social Identities and Systems of Oppression</i></p>	<p>Math: Investigate historic and current inequities through data (income, incarceration, education access by race/gender). Apply statistical measures (mean, median, standard deviation) to analyze disparities.</p> <p>Science: Study how environmental racism and urban planning impact community health (e.g., asthma rates, pollution exposure).</p> <p>Literacy: Write personal or community narratives connecting identity with broader systems of oppression, drawing on resources from NMAAHC.</p> <p>Social Studies: Map social identities onto systems of power. Discuss how histories of slavery, segregation, immigration policy, and activism impact communities today.</p> <p>Arts: Create mixed-media projects (murals, digital collages) juxtaposing personal history with systemic forces, titled “<i>My Story in the System.</i>”</p> <p>PE: Modify a common PE game by giving some students advantages and others constraints. After play, discuss how the uneven rules mirror systems of oppression and privilege, and connect this to fairness and access in real-world sport and society.</p>