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EDITOR'S NOTES



Scott M. Waring

In the first article of the issue, “Meeting Individual Needs: Teaching First Graders about Resource Allocation and Equity-versus-Equality in an ICT Classroom,” Debbie Sonu and Eve Herold highlight two first-grade teachers who teach in New York City. Using a read-aloud, they explore differences between equity and equality and then engage children in a real-world scenario that engages concepts of fairness when allocating resources to disparate groups of people.

Jen Earley and Corey R. Sell author a Teaching Young Learners with the C3 Framework feature entitled “Using the Inquiry Design Model to Reveal Pauli Murray’s Story: A Fierce Advocate and Activist Hidden in the Elementary Curriculum,” as well as an associated pullout section. The authors note how the civil rights movement is often taught in the elementary curriculum and how so many of the historical agents responsible could and should be included when discussing this time in history. Earley and Sell present the reader with the potential for elementary teachers to disrupt and “unmute” curricular silencing by shifting focus to Pauli Murray’s story and work in the civil rights movement. Pauli Murray was an activist, legal scholar, author, and she was also queer. Her impact on the civil rights and women’s rights movements cannot be overstated. In this C3 inquiry, students explore ways Pauli “pushed for the promise” of America, revealing a more diverse citizenry within the social studies curriculum.

In the third article of this issue, Saba Vlach provides the reader with “Pedagogical Possibilities with Culturally Conscious Picturebooks Centering South Asian American Youth” that focuses on 13 picturebooks by South Asian authors which she categorizes as culturally conscious picturebooks. These books show the beauty of the lived experiences of South Asian American families. Vlach argues that in response to the sociopolitical realities, social studies educators can expand their curricula to weave in voices from South Asian communities.

In “Interdisciplinary Learning Partnerships Between TK–2 Students and Scientists for Environmental Civic Learning,” Kimi Waite and Jennifer Burgin describe a three-step interdisciplinary framework for learning partnerships between TK–2 students and scientists that covers the NCSS themes **SCIENCE, TECHNOLOGY, SOCIETY** and **PEOPLE, PLACES, AND ENVIRONMENTS**. These authors showcase standards-aligned learning activities and resources to help practicing educators bring the Explorer Imprint vision into their classrooms.

Rachel K. Turner, Amanda Deliman, and Marla Robertson author the final piece, “Curriculum Integration Using Picturebooks: Combining Language Arts and Social Studies Standards to Address Controversial Issues,” featured in this issue. The authors argue that with the continued marginalization of social studies in the elementary classroom, integration has become a popular and effective method for the inclusion of social studies content in the daily curriculum. Using controversial issues, they highlight a model for this integration with a focus on children’s literature. ■