

Course Title – Celebrating Diversity

Implement start year – 2018-2019

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Unit # 1 , topic – Creation

Transfer Goal – Students will be able to independently use their learning to become more culturally proficient by celebrating the differences among cultures, recognizing the benefits of diversity, as well as increasing their openness and self-awareness to interact knowledgeably and respectfully among a variety of cultural groups.

Stage 1 – Desired Results

Established Goals

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

21st Century Themes

(www.21stcenturyskills.org)

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Enduring Understandings:

Students will understand that . . .

EU 1

- culture can include multiple facets (race, religion, sexual orientation, gender, gender identity, body image, socioeconomic status, etc.).
- a culture is a group of people that share history, values, and/or patterns of behavior

EU 2

- biases, stereotypes, and prejudices have a history.
- biases, stereotypes, and prejudices can affect people academically, socially, emotionally, and professionally.

EU 3

- media and society shape and alter perceptions of cultures.

EU 4

- self-awareness and reflection allows us to further understand the human condition and ourselves.

Essential Questions:

EU 1

- How do you define culture?
- What are the different cultures that exist in our society?
- What are the shared history, values, and patterns of behavior that help create cultures?

EU 2

- How can biases, stereotypes, and prejudices originate?
- How can biases, stereotypes, and prejudices affect others?
- How do biases, stereotypes, and prejudices differ among different cultures?

EU 3

- How do media and society shape and alter perceptions of cultures?
- Who/What controls media and society to shape and alter perceptions of cultures?

EU 4

- Who am I?
- Who/What has shaped my perception of others?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The definition of culture • Define various terms associated with diversity including, but not limited to: race, religion, gender, gender identity, sexual orientation, disability, socioeconomic status, body image, etc. • The various facets of culture • Different cultures exist in society • People are connected by their shared history, values, and patterns of behavior <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The roots of biases, stereotypes, and prejudices • How biases, stereotypes, and prejudices can affect people academically, socially, emotionally, and professionally • The means and methods people use to communicate biases, stereotypes, and prejudices <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The effects of media on our perceptions of cultures • The effects of society and societal trends on our perceptions of cultures <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The impact of self reflection • The effects of personal biases, stereotypes, and prejudices on self and others 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Discuss the depth of the definition of culture • Discuss various terms associated with diversity including, but not limited to: race, religion, gender, gender identity, sexual orientation, disability, socioeconomic status, body image, etc. • Identify different cultures and analyze the roles they play in society <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Analyze the various roots of biases, stereotypes, and prejudices • Discuss the effects of biases, stereotypes, and prejudices on a person (or culture as a whole) • Identify and evaluate the means by which people communicate stereotypes (language, humor, images, etc.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Distinguish biases, stereotypes, and prejudices present in media • Discuss the role of media in shaping biases, stereotypes, and prejudices • Compare and contrast the portrayal of the same culture in various media outlets <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Evaluate and identify their own biases, stereotypes, and prejudices • Analyze how their biases, stereotypes, and prejudices have affected their perceptions of others
<p>Stage 2 – Assessment Evidence</p>	

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes/Tests
- In-class discussions
- Journals/Reflections
- Student-developed work/essays/research/multimedia presentations

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Define terms (including but not limited to) race, religion, gender, gender identity sexual orientation, disability, socioeconomic status, body image, etc. **(A)**
- Collaborate with peers to create a personal definition for each concept based upon students' experiences **(M)**
- Watch “The Ugly Truth About Children’s Books” and discuss the implications **(A, M)**
- Compare/contrast the denotative and connotative meaning of each term/concept **(A, M)**
- Research hate groups on the internet **(A,M)**
- Research aspects of diversity, tolerance, and/or intolerance and present using multimedia technology **(A, M)**
- Explore and research a culture different than one’s own, and present their findings in a children’s book **(A, M)**
- Complete and evaluate results of the National Hate Test **(M)**
- Complete and evaluate the results of Harvard University’s Project Implicit test **(M)**
- Discuss and evaluate cultural groups in the immediate community and other geographic areas, past and present, based upon the unique characteristics of the cultural group **(A, M)**
- View a variety of media sources, identifying and analyzing using the terms learned in the beginning of the unit **(M)**
- Compare and contrast varying attitudes toward stereotypes and discrimination in a variety of literary works and videos **(M)**
- Daily journal prompts **(M)**
- Interview students about their body image, disability and/or their opinion about the importance of being accepted **(A,M)**
- Write a narrative depicting their own personal experiences with stereotypes and/or discrimination **(M)**
- Read children’s literature and identify how these play a role in one’s identity formation **(M)**
- Compile collages of various media of sexual orientation-based hate crimes **(M)**
- State the point of view of a narrator who struggles with a disability or poor body image **(A, M)**
- Each student will compose a first-person narrative describing insecurities about his/her body image or disability. **(M)**
- Compare and contrast privileged and nonprivileged groups and urban and suburban areas as they are depicted in reading selections and films **(M)**
- Attend a session with a guest speaker **(A, M)**
- Create a parody commercial that portrays the media’s treatment of certain physical features, behaviors, etc. **(A, M, T)**
- Create an Ethno-Biographical Newsletter **(M)**