

**Course Title – Celebrating Diversity**

**Implement start year – 2018-2019**

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**Unit # 2 , topic – Progression**

**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.

### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

## 21<sup>st</sup> 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

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 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.

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| <p><b><u>Enduring Understandings:</u></b><br/> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● exposure to different cultures opens up a worldview that increases openness and elicits progression.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● all biases, stereotypes, and prejudices can evolve.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● media and society shape and alter perceptions of cultures.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● self-awareness and reflection allows us to further understand the human condition and ourselves.</li> </ul> | <p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● How can we expose ourselves to cultures different than our own?</li> <li>● How can learning about other cultures enhance our own?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● How can biases, stereotypes, and prejudices evolve?</li> <li>● How do biases, stereotypes, and prejudices evolve?</li> <li>● How do we relate to people who view culture diversity differently?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● How have media and society progressed?</li> <li>● How do media and society aid the progression of perceptions of cultures?</li> <li>● How do social trends affect media and the portrayal of different cultures?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● Who am I?</li> <li>● How has my awareness of my own biases/privileges helped to progress my perception of others?</li> </ul> |
| <p><b><u>Knowledge:</u></b><br/> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● The factors that aid progression</li> <li>● The impact of opening up a worldview</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● The process by which biases, stereotypes, and prejudices evolve</li> <li>● The impact of societal trends on evolution</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● How societal trends influence media</li> <li>● How progression of media and society aid in reducing biases, stereotypes, and prejudices</li> </ul>   | <p><b><u>Skills:</u></b><br/> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● Identify and evaluate the factors that aid progression</li> <li>● Build a worldview of various cultures</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● Evaluate the effectiveness of current societal trends on cultural diversity</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● Identify and evaluate societal trends in relation to diversity</li> <li>● Explain how various media reduce biases, stereotypes, and prejudices</li> <li>● Compare how various media portray different cultures</li> </ul>  |

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| <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• The impact of self reflection and personal progression</li> <li>• How being aware of personal biases, stereotypes, and prejudice can aid personal progress</li> </ul> | <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• Determine their personal progression toward reducing biases, stereotypes, and prejudices</li> <li>• Evaluate their personal progression toward reducing biases, stereotypes, and prejudices</li> <li>• Discuss the factors involved in reducing personal biases, stereotypes, and prejudices.</li> </ul> |
| <p><b>Stage 2 – Assessment Evidence</b></p>   |  |
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**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 WHERETO 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.*

- Research/Report on progressive laws (i.e Supreme Court's ruling in Obergefell v. Hodges, Title 9, Americans with Disabilities Act, Civil Rights, etc.) **(A, M)**
- Research/Report on current events and movements **(A, M)**
- Compare and contrast varying attitudes toward stereotypes and discrimination in a variety of literary works and videos **(M)**
- Create a comparison chart of average salaries of men versus women over various industries **(M)**
- State the point of view of a narrator who struggles with a disability or poor body image **(M)**
- Volunteer to work with MD students in each school building **(M, T)**
- Compare and contrast privileged and nonprivileged groups and urban and suburban areas as they are depicted in reading selections and films **(M)**
- Defend the behaviors of the “underdog” based on an understanding of the societal and economic factors that contribute to such behaviors **(M, T)**
- 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 **(M)**
- Study various characters to determine how one person can make a difference in the lives of many **(M)**
- Attend field trips addressing diversity in our society **(M, T)**