

Diversity, Equity, Inclusion, and Justice

Unit 1 - Identity

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2.](#) Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. [Writing.Narrative Writing.11-12.3.](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in

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9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	supporting the interests of local and global communities.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Our identities are shaped by the world around us and how we experience the world.</p> <p>History and culture play a large part in identity formation.</p> <p>Intersections of race, ethnicity, class, gender, sexuality, and ability shape our perspectives and experiences as well as our sense of identity.</p>	<p><u>Essential/Guiding Question:</u></p> <p>How do our various group identities shape us as individuals?</p> <p>What part do culture and history play in the formation of our individual and collective identities?</p> <p>How do our intersecting identities shape our perspectives and the way we experience the world?</p> <p>What is the difference between feeling proud and feeling superior?</p> <p>How do we remain true to ourselves as we move in and out of different communities, cultures and contexts?</p> <p>What privilege do people have based on their identity?</p> <p>How could one person's identity threaten another person's rights?</p>
<p><u>Content:</u></p> <p>Saffron Dreams (reading)</p> <p>Gawking, Gaping, Staring (reading)</p>	<p><u>Skills(Objectives):</u></p> <p>To define identity and its role(s) in our lives.</p>

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Gend-o-meter (video) Deaf Culture (reading)	<p>To recognize and analyze the intersections of race, ethnicity, class, gender, sexuality, etc. that participate in the formation of identity.</p> <p>To recognize and analyze the relationship between identity and privilege.</p>
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Interdisciplinary Connections:

The content in this unit enhances students' understanding of how identity is connected to and shaped by history, ethnicity, socio-economic status, psychology, and access to technology.

Stage 2: Assessment Evidence

Performance Task(s): Unit I Assessment Unit I Essay/Project	Other Evidence: Reading Assignments Writing Assignments
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <p>Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text.</p> <p>Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions.</p> <p>Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).</p>	<u>Resources:</u> <p>*LGBT and Disabilities Law https://www.njleg.state.nj.us/2018/Bills/PL19/6__HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
High-achieving students will be encouraged to extend their learning	Each unit for this course contains a variety of texts (readings, videos, etc.)	Any student who is struggling in the course will be provided with support to	Any student requiring further accommodations and/or modifications will have them

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<p>beyond classroom activities. Additional readings will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>that relate to the major themes within that unit. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit 2: Diversity

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

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Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- F. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- H. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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- I. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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- F. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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Speaking and Listening Domain

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- E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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Integration of Climate Change:

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

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Career Readiness, Life Literacies and Key Skills

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9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.

Central Idea/Enduring Understanding:

Diversity enriches and strengthens communities in multiple ways.

Both commonalities and differences need to be recognized among members of a community and between different communities.

Connecting with people who are different from us builds meaningful relationships between individuals and throughout a community.

Essential/Guiding Question:

How do our similarities and differences impact the relationships we have with people inside and outside our own identity groups?

What do we gain when we learn about the lived experiences of other people?

What are the challenges of celebrating what we have in common while also honoring our differences?

How do we connect in meaningful ways with people who are different from us?

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	<p>What is the relationship between diversity and inequality?</p> <p>How are rights understood and valued differently across cultures?</p> <p>Why do some people choose to avoid those who are different? Why do others seek diversity?</p> <p>How do different people or groups represent and express their power?</p> <p>What does it mean to say that there is strength in diversity?</p>
<p>Content:</p> <p>White Privilege: Unpacking the Invisible Knapsack (reading)</p> <p>Majority Rule (reading)</p> <p>Covering (reading)</p> <p>(A)wake (poem)</p>	<p>Skills(Objectives):</p> <p>To examine the relationship between diversity and inequality.</p> <p>To define and recognize the concept of privilege in our world and how it is related to diversity.</p> <p>To identify and examine the richness and strength that diversity brings to our own communities.</p>

Interdisciplinary Connections:

The content in this unit enhances students' understanding of how diversity is connected to and shaped by history, ethnicity, socio-economic status, psychology, and access to technology.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>Unit II Assessment</p> <p>Unit II Essay/Project</p>	<p>Other Evidence:</p> <p>Reading Assignments</p> <p>Writing Assignments</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text.</p> <p>Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions.</p>	<p>Resources:</p> <p>*LGBT and Disabilities Law https://www.njleg.state.nj.us/2018/Bills/PL19/6_.HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p>
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<p>Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include the whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).</p>	<p>Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Each unit for this course contains a variety of texts (readings, videos, etc.) that relate to the major themes within that unit. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit 3: Justice

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a

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literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- K. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- L. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- M. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- N. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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- O. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- M. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- N. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- O. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- P. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Q. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- R. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. [Writing.Narrative Writing.11-12.3](#). Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- K. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- M. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Diversity, Equity, Inclusion, and Justice

- I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- K. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Both individual bias and structural inequality contribute to our sense of what is “just.”</p> <p>Power and privilege shape the relationships that people have with each other as well as with institutions.</p> <p>Power, privilege, and authority can determine an individual’s and a community’s access to opportunity.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What problems arise when we relate to people as members of a group, rather than as unique individuals?</p> <p>What is the difference between individual bias and structural inequality?</p> <p>How do bias and injustice affect the future?</p> <p>How do power and privilege shape the relationships people have with each other as well as with institutions?</p> <p>What shared beliefs have inspired social justice movements in history?</p> <p>How can the lived experiences of individuals reflect social inequities?</p> <p>How does power determine access and opportunity?</p>
<p><u>Content:</u></p> <p>Ben DeSoto ‘Understanding Poverty’ Exhibit (multimedia)</p> <p>Disability Etiquette (reading)</p> <p>1982: The AIDS Epidemic (reading)</p> <p>Una Vida de Esperanza (reading)</p>	<p><u>Skills(Objectives):</u></p> <p>To define and identify social justice.</p> <p>To define, recognize, and analyze instances of individual bias and structural inequality.</p> <p>To examine the importance of social justice movements in history and relate those movements to our current time.</p>

<p><u>Interdisciplinary Connections:</u></p> <p>The content in this unit enhances students’ understanding of how justice is connected to and shaped by history, ethnicity, socio-economic status, psychology, and access to technology.</p>
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Unit III Assessment</p> <p>Unit III Essay/Project</p>	<p><u>Other Evidence:</u></p> <p>Reading Assignments</p> <p>Writing Assignments</p>
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text.

Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions.

Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).

Resources:

*LGBT and Disabilities Law

https://www.njleg.state.nj.us/2018/Bills/PL19/6_.HTM

Learning for Justice

<https://www.learningforjustice.org/>

GLSEN Educator Resources

<https://www.glsen.org/resources/educator-resources>

Supporting LGBTQIA Youth Resource List

<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>

Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance

<https://www.respectability.org/resources/education-resources-disability-issues/>

Anti-Defamation League (ADL): Fighting Hate for Good

<https://adl.org>

Critical Media Project

<https://criticalmediaproject.org/>

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Each unit for this course contains a variety of texts (readings, videos, etc.) that relate to the major themes within that unit. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p> <p>All students will be</p>	<p>Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions</p>

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	encouraged to take advantage of tutoring and/or office hours when available.		Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 4: Action

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

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W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- P. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Q. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- R. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- T. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. [Writing. Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- S. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- T. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- U. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- V. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- X. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. [Writing. Narrative Writing.11-12.3](#). Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- P. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Diversity, Equity, Inclusion, and Justice

- R. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- M. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- O. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- P. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Diversity, Equity, Inclusion, and Justice

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Central Idea/Enduring Understanding: Empathy for others--whether they are similar to or different from us--is essential for achieving social justice. Everyday actions can help achieve greater social justice in our communities. We all have a responsibility to stand up to injustice.		Essential/Guiding Question: How is empathy a seed of social action? Does everyone have an equal responsibility to stand up to injustice? How can we effectively interrupt biased speech when we hear it? Why is it important to stand up to injustice when those around you do not? What factors are important to consider when choosing whether or not to speak up in the face of injustice?

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	Do our obligations to ourselves require us to stand up for others?
<u>Content:</u> 1961: The Freedom Riders (reading) Confrontation at the Bridge (visual) Remarks in Recognition of International Human Rights Day (reading) One School Girl's Protest of Seventeen Magazine—Now 75,000 Strong (reading) To Serve with Honor (reading)	<u>Skills(Objectives):</u> To recognize biased speech and develop ways to prevent its use. To determine which factors need to be considered when choosing whether or not to speak up in the face of injustice. To develop an action plan to increase both empathy and social justice in our own community.

Interdisciplinary Connections:

The content in this unit enhances students' understanding of how the enactment of social justice is connected to and shaped by history, ethnicity, socio-economic status, psychology, and access to technology.

Stage 2: Assessment Evidence

Performance Task(s):

Unit IV Assessment
Unit IV Essay/Project

Other Evidence:

Reading Assignments
Writing Assignments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text.

Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions.

Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).

Resources:

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Learning for Justice

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GLSEN Educator Resources

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Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance

<https://www.respectability.org/resources/education-resources-disability-issues/>

Anti-Defamation League (ADL): Fighting Hate for Good

<https://adl.org>

Critical Media Project

<https://criticalmediaproject.org/>

Diversity, Equity, Inclusion, and Justice

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Each unit for this course contains a variety of texts (readings, videos, etc.) that relate to the major themes within that unit. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids.</p> <p>All students will be encouraged to take advantage of tutoring and/or office hours when available.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Diversity, Equity, and Justice	Content/Resources	Standards
UNIT 1: Identity		
<p>23 Days</p> <p>Course Introduction (1 day)</p> <ul style="list-style-type: none"> Syllabus, Class Policies & Procedures Student Introduction, Icebreakers, etc. <p>Unit I Introduction (2 days)</p> <ul style="list-style-type: none"> Defining “identity” Identity and the self <p>Identity & Race & Ethnicity (5 days)</p> <ul style="list-style-type: none"> Saffron Dreams (reading) <p>Identify & Ability (5 days)</p> <ul style="list-style-type: none"> Deaf Culture (reading) <p>Identity & Gender/Sexuality (5 days)</p> <ul style="list-style-type: none"> Gawking, Gaping, Staring (reading) Gend-o-meter (video) <p>Unit I Online Assessment (1 day)</p> <p>Unit I Essay/Project (4 days)</p>	<p>*LGBT and Disabilities Law https://www.njleg.state.nj.us/2018/Bills/PL/19/6_.HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>	<p>RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. W.AW.11–12.1.A.B.C.D.E. W.IW.11–12.2.A.B.C.D.E.F. W.NW.11–12.3.A.B.C.D.E. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.UM.11–12.5.</p>
UNIT 2: Diversity		
<p>22 Days</p> <p>Unit 2 Introduction (1 day)</p> <ul style="list-style-type: none"> Defining “diversity” Intersections between Identity & Diversity <p>Diversity & Privilege (5 days)</p> <ul style="list-style-type: none"> White Privilege: Unpacking the Invisible Knapsack (reading) <p>Aspects of Diversity (Race/Ethnicity, Class, Gender/Sexuality, Religion, Ability, Immigration) (10 days)</p>	<p>*LGBT and Disabilities Law https://www.njleg.state.nj.us/2018/Bills/PL/19/6_.HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List</p>	<p>RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. W.AW.11–12.1.A.B.C.D.E. W.IW.11–12.2.A.B.C.D.E.F. W.NW.11–12.3.A.B.C.D.E. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.UM.11–12.5.</p>

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<ul style="list-style-type: none"> Majority Rule (reading) Covering (reading) (A)wake (poem) <p>Unit II Online Assessment (1 day)</p> <p>Unit II Essay/Project (5 days)</p>	<p>https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>	
UNIT 3: Justice		
<p>22 Days</p> <p>Unit 3 Introduction (1 day)</p> <ul style="list-style-type: none"> Defining “justice” and “social justice” <p>Justice & Class (4 days)</p> <ul style="list-style-type: none"> Ben DeSoto ‘Understanding Poverty’ Exhibit (multimedia) <p>Justicity & Ability (4 days)</p> <ul style="list-style-type: none"> Disability Etiquette (reading) <p>Justice & Gender/Sexuality, Ability, Medical Access (4 days)</p> <ul style="list-style-type: none"> 1982: The AIDS Epidemic (reading) <p>Justice & Race/Ethnicity, Bullying/Bias (4 days)</p> <ul style="list-style-type: none"> Una Vida de Esperanza (reading) <p>Unit III Online Assessment (1 day)</p> <p>Unit III Essay/Project (4 days)</p>	<p>*LGBT and Disabilities Law https://www.njleg.state.nj.us/2018/Bills/PL/19/6_.HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>	<p>RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. W.AW.11–12.1.A.B.C.D.E. W.IW.11–12.2.A.B.C.D.E.F. W.NW.11–12.3.A.B.C.D.E. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.UM.11–12.5.</p>
UNIT 4: Action		
<p>23 Days</p>	<p>*LGBT and Disabilities Law</p>	<p>RL.CR.11–12.1. RI.CR.11–12.1.</p>

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<p>Unit 4 Introduction (1 day)</p> <ul style="list-style-type: none"> Social Justice & Activism <p>Action & Race/Ethnicity (5 days)</p> <ul style="list-style-type: none"> 1961: The Freedom Riders (reading) Confrontation at the Bridge (visual) <p>Action & Class, Ability, Access (5 days)</p> <ul style="list-style-type: none"> Remarks in Recognition of International Human Rights Day (reading) <p>Action & Gender/Sexuality (6 days)</p> <ul style="list-style-type: none"> One School Girl's Protest of Seventeen Magazine—Now 75,000 Strong (reading) To Serve with Honor (reading) <p>Unit IV Online Assessment (1 day)</p> <p>Unit IV Essay/Project (5 days)</p>	<p>https://www.njleg.state.nj.us/2018/Bills/PL/19/6_.HTM</p> <p>Learning for Justice https://www.learningforjustice.org/</p> <p>GLSEN Educator Resources https://www.glsen.org/resources/educator-resources</p> <p>Supporting LGBTQIA Youth Resource List https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities Teaching Tolerance https://www.respectability.org/resources/education-resources-disability-issues/</p> <p>Anti-Defamation League (ADL): Fighting Hate for Good https://adl.org</p> <p>Critical Media Project https://criticalmediaproject.org/</p>	<p>RL.CI.11–12.2. RI.CI.11–12.2. RL.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. W.AW.11–12.1.A.B.C.D.E. W.IW.11–12.2.A.B.C.D.E.F. W.NW.11–12.3.A.B.C.D.E. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.UM.11–12.5.</p>
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