

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Diversity & Multiculturalism in U.S. Society

Length of Course:	Semester
Elective/Required:	Elective
Schools:	High Schools
Eligibility:	Grade 10-12
Credit Value:	2.5 Credits
Date Approved:	August 23, 2022

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Modifications will be made to accommodate IEP mandates for classified students

DIVERSITY & MULTICULTURALISM IN U.S. SOCIETY EXECUTIVE SUMMARY

Multiculturalism and Diversity is a one-semester elective course that examines the United States as a multicultural nation. Emphasis is placed on the perspectives of traditionally underrepresented groups, the roles they play in the greater society, and what it means to be an American. Students from all backgrounds and different learning levels will appreciate how race, culture, ethnicity, and identity play a role in their lives and create modern America.

Major topics in the course include identity, assimilation and distinctiveness, quests for equality, personal perspectives, impact of the media, and activism.

The course will also hone the essential skills that reside at the heart of the social studies discipline. Through a multitude of platforms, students reflect critically on their own experiences as well as those of others. Individual and collaborative activities include journal writing, researching historical accounts, evaluating past and present struggles for change, and working as a classroom community on creating a welcoming, inclusive school society. Written assignments and thoughtful discussions allow opportunities for developing skills for critical thinking and communicating about race, culture, ethnicity, and identity.

This course is designed to the latest state standards. There are references throughout to 6.1 - US History: America in the World and 6.3 - Active Citizenship in the 21st Century.

Unit of Study: 1 Identity

Targeted Standards: 6.1.12: determine the influence of multicultural beliefs, products, and practices in shaping contemporary American culture; Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics, and society.

Concepts and wording inspired by: "[Facing History and Ourselves: Little Rock Study Guide](#)" PDF

Unit Objectives/Conceptual Understandings: Students will:

Recognize the ways identity influences perception of self and others

Understand the relationship between identity and decision making

Compare and contrasts various perspectives

Develop a working understanding of such key concepts as: identity, stereotypes, and race

Use logic and reason to defend a point of view

Overarching Essential Questions:

How do we talk about issues that matter?

How does our identity shape the way we see ourselves and others?

To what extent does our identity influence the choices we make?

How can we better understand and empathize with the experiences of others?

Unit Assessment: Analysis of primary source readings; presentations of identity boxes/collages, discussions of "Street Calculus" cartoon, "Orientation Day" document, Google Form that prompts discussion of vocab, race, identity, culture, diversity, prejudice, etc.

Performance Expectations	Core Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.c 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b NJSLSA.R1 NJSLSA.R3 RH.11-12.5 RH.11-12.7 NJSLSA.W7	Identity impacts perspectives and decision making Similarities/differences between race, culture, ethnicity and how these shape identity	Illustrate through examples that varying perspectives lead to decisions that change outcomes of both small & large events Analyze descriptions of events from individuals with different perspectives (race/ethnicity, etc)	Opening and closing procedures/activities for class Create an Identity Box or brown bag and collage Read and discuss "Orientation Day" FHO p.13	Journaling: compare and contrast perspectives Creating presentations Primary source readings and

	<p>How identity can change over time as life experiences occur</p> <p>Groups that people belong to effect their perspectives/this is subject to change over time</p>	Collaborate and discuss differences between race, culture, and ethnicity; prejudice and stereotype	<p>Analyze Cartoon "Street Calculus"--students recreate</p> <p>Socratic seminars and informed discussions regarding a variety of relevant topics.</p>	<p>evaluative reaction papers</p> <p>Quizzes/Tests</p>
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<p>Resources:</p> <p>How do We Talk About Issues that Matter: Fostering Civil Discourse FHO</p> <p>Creating Brave Spaces (NJSBF)</p> <p>Teens Talk About Microaggressions (short video)</p> <p>Ted Talk: Stereotyping: It Makes Us Human</p> <p>Facing History and Ourselves: Little Rock Study Guide</p> <p>Street Calculus, cartoon</p>	<p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.</p>
<p>VOCABULARY:</p> <p>Identity</p> <p>Prejudice</p> <p>Stereotype</p> <p>Diversity</p> <p>Multiculturalism</p> <p>Gender</p> <p>Ethnicity</p> <p>Religion</p> <p>Occupation</p> <p>Race</p> <p>Microaggression</p>	

Unit of Study: 2 Culture in a Multicultural Society

Targeted Standards: 6.1.12: determine the influence of multicultural beliefs, products, and practices in shaping contemporary American culture; Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics, and society; Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals.

Unit Objectives/Conceptual Understandings: Students will:

Be able to identify, understand, and explain the importance of culture and how different cultures shape the identity of a community.

Build on identity charts from Unit 1.

Identify and describe their own [Universe of Obligation](#) (FHO)

Essential Questions:

What elements make up culture?

What are cultural perspectives and how can they differ?

Why do many people in one group behave differently from people in another?

How can recognizing cultural differences improve communities?

What does it mean to have a “multicultural point of view”?

What advantages do people in a multicultural society have?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Create diagrams showing what makes up one’s culture. Analysis of primary source readings, productive, open-minded discussions about culture & identity; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistoryCA.2.a 6.1.12.HistoryCA.3.b RH.11-12.2 RH.11-12.5 NJSLA.W5 WHST.11-12.1.D WHST.11-12.2.D	Culture is composed of many elements There are strengths in multicultural communities Learning about other cultures contributes towards understanding,	Articulate the importance of learning about other cultures Compare and contrasts various perspectives Develop a working understanding of such key concepts as culture,	Opening and closing procedures/activities for class Read and discuss <i>Using Video to Discuss Race & Privilege</i> Develop a journal entry about your name, it's history,	Journaling: compare and contrast perspectives Creating presentations

	acceptance, and collaboration	multiculturalism, and stereotype Use logic and reason to defend a point of view	and impact on you as an individual Collaborate to make a poster that displays the culture of the classroom Socratic seminars and informed discussions regarding a variety of relevant topics.	Primary source readings and evaluative reaction papers Quizzes/Tests
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Resources:

[PDF: Using Video to Discuss Race & Privilege](#)

[FHO lesson on names](#)

[YouTube: Do Names Matter?](#)

[What's in a Name--Google Slide Deck](#) (two days)

[Universe of Obligation](#) (FHO)

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.

VOCABULARY:

Multiculturalism

Assimilation

“Melting Pot” vs. “Salad Bowl”

Distinctiveness

Oppression

Privilege

Regionalism

immigration

Unit of Study: 3 Race & Identity

Targeted Standards: 6.3.12: Compare current case studies involving slavery, child labor, or other unfair labor practices in the US with those of other nations and evaluate the extent to which these human rights violations are a universal problem; **6.1.12:** Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals; Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

Unit Objectives/Conceptual Understandings: Students will:

Articulate, interpret, and evaluate the social construct of race, the impact on communities, laws, politics, economics, and individuals.

Examine the impact that categorizing people by race has had on humanity.

Discuss the concept of “colorblindness” as a response to racism.

Examine how the United States government attempted to eradicate Native American language and culture.

Overarching Essential Questions:

Is race real? What are the dangers of categorizing people using the concept of race?

How do scientific studies challenge the notion of race?

How have assumptions about race perpetuated stereotypes, either positive or negative?

How does the language we use to talk about difficult subjects perpetuate historical myths?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Summative assessments to include: quizzes; projects involving research, analysis of primary sources and editorial commentary, substantial writing requiring the citation of sources, and multimedia presentations. Formative assessments to include a range of activities.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.3.12.CivicsHR.1 6.1.12.HistorySE.14b 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.16.b NJSLSA.R.3 RH.11-12.1 RH.11-12.8 NJSLSA.W3 NJSLSA.W9 NJSLSA.W10	Race is a social construct—it has no basis in science or nature. (view & est. start/stop times in “Power of Illusion...” video) Race is a social reality—humanity has been sorted by race for	Evaluate the introduction of racism in America through primary sources Examine struggles faced by marginalized groups in the US and efforts made to remedy these situations Appraise the latest efforts to address racism in American	Opening and closing procedures/activities for class Evaluate the role racism played in slavery by creating timelines of global events Appraise and revise laws written in the post-war era regarding housing	Journaling: compare and contrast perspectives Creating presentations Primary source readings and

WHST.11-12.1.B	<p>centuries, and this has had real effects.</p> <p>Racial identity is real—it is a part of who we are, and often a source of pride and cultural connection.</p> <p>Racism is painful—prejudice and discrimination are very real consequences of racial hierarchy.</p> <p>Racism should be challenged—we can confront racial bias in ourselves and others, but only by “seeing” it.</p>	<p>society</p> <p>Compare and contrasts various perspectives</p> <p>Develop a working understanding of such key concepts as racism, syncretism, Eurocentrism</p> <p>Use logic and reason to defend a point of view</p>	<p>discrimination</p> <p>Develop a diagram comparing struggles, efforts, and leaders of the American Civil Rights Movement, the Latino Movement, Native American Movement, and Asian American Movement</p> <p>Use appropriate online sources to research past and present trends to counter racism in the US</p> <p>Socratic seminars and informed discussions regarding a variety of relevant topics.</p>	<p>evaluative reaction papers</p> <p>Quizzes/Tests</p>
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<p>Resources:</p> <p>“Race: The Power of an Illusion” (three-part film available free on Kanopy w/library card)</p> <p>Companion site for “Race: The Power of an Illusion”</p> <p>Sociology of Racism (Matthew Clair and Jeffery S. Denis)</p> <p>Native American “Boarding Schools” and Assimilation</p> <p>CHOOSE (book & organization) leveraging personal stories to empower dialogue about race and ethnicity</p>	<p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.</p>
<p>Vocabulary:</p> <p>Race</p> <p>Racism</p> <p>Discrimination</p> <p>Social-construct</p> <p>Critical Race Theory</p> <p>Eurocentrism</p> <p>Intersectionality</p> <p>Syncretism</p> <p>De facto/de jure segregation</p>	

Unit of Study: 4 Gender & LGBTQIA+ Perspectives

Targeted Standards: 6.1.12: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights; Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.

Unit Objectives/Conceptual Understandings: Students will be able to identify, understand, and explain struggles faced, challenges met, and community reactions to the LGBTQIA+ community, including the study of the impact they've had on society, the economy, and legislation.

Overarching Essential Question:

What is the value in learning about LGBTQ history?

What difference would it make if LGBTQ history, and the histories of marginalized groups were woven into the curriculum and given proportional weight in textbooks?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Analysis of primary source readings, productive, open-minded discussions about the LGBTQIA+ community; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoPP.14.a 6.1.12.CivicsPI.14.c 6.1.12.HistorySE.14.b 6.1.12.CivicsDP.13.a NJSLSA.R1 RH.11-12.2 RH11-12.5 NJSLSA.W.3 NJSLSA.W.4 NJSLSA.W.7 NJSLSA.W.10 WHST.11-12.2.A-E	LGBTQIA+ voices have traditionally been left out of history and need to be heard Over the past half century, legislation has slowly begun to protect rights of the LGBTQIA+ community Inspired by the Civil Rights Movement, the LGBTQIA+ movement took action to advance their cause, despite many setbacks and dangers	Evaluate first-hand accounts of struggles faced by members of the LGBTQIA+ community through first hand accounts Recognize accomplishments in science, technology, literature, and music by members of the LGBTQIA+ community and the impact they've made by reading, watching, and listening to a variety of sources	Opening and closing procedures/activities for class Create a human timeline that demonstrates the role of LGBTQIA+ individuals since the Roman Empire Evaluate primary sources and discuss the influence and legacy of trailblazing LGBTQIA+ individuals/groups	Journaling: compare and contrast perspectives Creating individual and group presentations Primary source readings and evaluative reaction papers Quizzes/Tests

		<p>Explore the impact of homophobia on members of the LGBTQIA+ community</p> <p>Compare and contrasts various perspectives</p> <p>Develop a working understanding of such key concepts as cisgender, allyship, microaggression</p> <p>Use logic and reason to defend a point of view</p>	<p>Analyze court cases that have made an impact on the rights of the LGBTQIA+ community and compare them to other civil rights legislation</p> <p>Use appropriate online database sources to research current trends and updates in the LGBTQIA+ movement</p> <p>Socratic seminars and informed discussions regarding a variety of relevant topics.</p> <p>Guest speakers who represent the LGBTQIA+ community</p>	
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<p>Resources:</p> <p>FOH-LGBT History & Why it Matters</p> <p>Newsela: LGBTQIA+ Trailblazers & Activists</p> <p>Newsela: What Does it Mean to be LGBTQIA+</p> <p>Newsela: What Happened at the Stonewall Riots?</p> <p>Newsela: LGBTQIA Victories over the Last 10 Years</p> <p>Newsela: Embedded Action: LGBTQIA+ Rights Movement</p>	<p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.</p>
<p>VOCABULARY</p> <p>Title VII</p> <p>Pronouns</p> <p>Lesbian</p> <p>Gay</p> <p>Homosexual</p> <p>Transgender</p> <p>Cisgender</p>	

Intersex

Asexual

Stonewall Riots

Allyship

Microaggression

Misgendering

history/context of Pride Month

Unit of Study: 5 Immigrant Perspectives

Targeted Standards: 6.1.12 Use data and other evidence to determine the impact of recent immigration and migration patterns in NJ and the US on demographic, social, economic, and political issues; Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing healthcare, income equality, and immigration.

Unit Objectives/Conceptual Understandings: Student will

Compare/contrast, and interpret similarities between the struggle for rights by immigrants and other marginalized groups

Recognize how American laws have limited immigration and targeted specific immigrants by setting quotas

Evaluate contributions made by immigrants

Overarching Essential Questions:

What does it mean to be American?

What does it mean to be a citizen?

Who may live among us?

Who may become American?

Essential Questions: How has America welcomed or shunned immigrants?

How have immigrants contributed towards an American culture?

How has the United States government engaged in forced assimilation?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Analysis of primary source readings, productive, open-minded discussions about the immigrant community; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsHR.8.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.EconEM.13.a 6.1.12.CivicsPI.14.d 6.1.12.GeoPP.14.a NJSLSA.R.1 NJSLSA.R.2	Awareness of assumptions and values related to immigrants Recognize the need for sensitivity, flexibility, and understanding of students	Evaluate contributions to American society by immigrants Examine steps taken by the US government to limit immigration from various parts of the world	Opening and closing procedures/activities for class Using appropriate websites, create a step by step manual of how to attain citizenship, including the obstacles that	Journaling: compare and contrast perspectives

<p>RH.11-12.2 RH.11-12.6 NJSLSA.W.6 NJSLSA.W.8 WHST.11-12.1.A-E WHST.11-12.10</p>	<p>and families from various regions Historical events have often triggered increased xenophobia and anti-immigrant legislation</p> <p>The debate about immigration is current and ongoing</p>	<p>throughout history (Eastern Europe, Asia, Africa, the Middle East, Latin America)</p> <p>Relate the steps taken by immigrants to achieve equal rights to actions taken in the Civil Rights Movement</p> <p>Appraise roles of leaders who have taken steps for immigrant rights</p> <p>Articulate struggles faced by immigrants and challenges in becoming a citizen</p>	<p>would be faced</p> <p>Using appropriate websites, create a step by step manual of how to attain a NJ drivers license, including the obstacles that an immigrant would face</p> <p>Analyze political cartoons and propaganda pertaining to immigration and evaluate the rationale behind their creation</p> <p>Develop a cause and effect chart that explains how certain events in the US led to a rise in cases of xenophobia/nativism (i.e.WWI,Great Depression, WWII,9/11/01) and how immigrants reacted</p> <p>Debate pros/cons of sanctuary cities, illegal immigration, obtaining driver licenses, deportation, etc.</p> <p>Socratic seminars and informed discussions regarding a variety of relevant topics.</p>	<p>Creating individual and group presentations</p> <p>Primary source readings and evaluative reaction papers</p> <p>Quizzes/Tests</p>
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Resources:

[ProCon.Org](#)--use for debate research

[FHO- Becoming American: Immigrant Experiences](#)

[YouTube: Harsh Conditions at a Detention Center](#)

Shavarini, Mitra K. (2012). *Desert roots: Journey of an Iranian immigrant family*. El

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.

Paso, TX:

LBF Scholarly Publishing, LLC.

Grande, Reyna (2012). *The distance between us: A memoir*. New York City:

Washington

Square Press.

[MYTHS AND FACTS ABOUT IMMIGRANTS AND IMMIGRATION](#)

[Newsela: Debates about Immigration](#)

[Learning for Justice: Immigration topics](#)

[Becoming American: The Chinese Experience](#) (Part Two--Between Two Worlds)

VOCABULARY

Nativism

Old vs. New immigrant

Xenophobia

Anti-immigration sentiment

American dream

DACA

DREAMers

Chinese Exclusion Act

AAPI Experiences

Unit of Study: 6 Representation & The Media

Targeted Standards: 6.1.12: Construct a claim to describe how media and technology has impacted civic participation and deliberation; Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Unit Objectives/Conceptual Understandings: Students will be able to identify, understand, and explain:

The role the media has played in perpetuating stereotypes

The role the media plays in bringing important issues to the public's attention

The efforts made to debunk stereotypes in some media outlets

The impact of fake news and how to debunk it

Overarching Essential Questions:

What role does the media play in the representation of identities?

What kinds of social, political, and economic factors influence the representation or erasure of identities?

How has the media helped and hurt the identities of people of color and ethnic minorities over time?

How has the media changed race relations?

Essential Questions: What are the stereotypes in the media you consume?


Do writers or directors have a responsibility to avoid perpetuating stereotypes, or even to counteract them?

How do we know if information shared on social media is credible?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Analysis of primary source readings, productive, open-minded discussions about the media's representations and role; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsPD.16.a 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.b 6.1.12.CivicsDP.5.a 6.1.12.HistoryUP.5.a 6.1.12.CivicsDP.14.a NJSLA.R3 RH.11-12.2	Throughout American history, the portrayals of minorities in the media has often perpetuated stereotypes Information posted on modern day media outlets	Develop strategies for critically viewing and verifying information shared on social media Recognize the role played by various media outlets throughout history and the	Opening and closing procedures/activities for class Evaluate a variety of sources pertaining to a topic for validity and discuss the	Journaling: compare and contrast perspectives Creating individual and group

RH.11-12.3 RH.11-12.7 NJSLSA.W.5 NJSLSA.W.10 WHST.11-12.1.D WHST.11-12.2.D	cannot always be perceived as factual and warrant caution and further research It's imperative that recognition between real and fake information occurs before it's passed on	influence they have on the public Evaluate various media platforms for validity using different deciphering tools Extract biases and stereotypes that present themselves in media and recognize their impact	challenges journalists have deciphering fact from fiction Design a gallery walk of different types of media to recognize propaganda and biases present Create propaganda to convey a one-sided message Develop an Infographic that will identify stereotypes that have been perpetuated for years because of the media and highlight steps that can be taken to debunk them Create a social media "post" that disproves a stereotype or highlights a bias Socratic seminars and informed discussions regarding a variety of relevant topics.	presentations using 21st century skills Primary source readings and evaluative reaction papers Quizzes/Tests
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Resources:  An American-Muslim comedian on being typecast as a terrorist FOH: Stereotypes, the Media & Islamophobia FOH: Social Media & Ferguson Newsela: I saw it Online so it Must be True Newsela: Redefining Beauty Standards Newsela: Is it Ever Okay to do a Foreign Accent for Laughs? How Propaganda Works AllSides Media Bias Chart	Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to IEP's and 504's.
VOCABULARY: Bias	

Media's impact on our own identity

Pop culture

Appropriation

Origins of nursery rhymes (racism)

Stereotype

Caricature

Blackface/minstrel

Propaganda

Portrayal of minorities on television

Hiring practices

Whitewashing

Unit of Study: 7 Activism in the US

Targeted Standards: 6.1.12.Econ: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights; 6.1.12.History: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities; Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence

Unit Objectives/Conceptual Understandings: Student will identify, articulate, and elaborate on actions taken by citizens to remedy social concerns, fight for equality, and end injustices define and explain outcomes of citizen action

Overarching Essential Question: What steps have individuals taken to bring attention to and end social injustice, what challenges have they faced, and what successes and failures have they had?
What role does nonviolent protest play in the functioning of a democracy?

Essential Questions: What made nonviolent protest effective during the civil rights movement?

What is grassroots activism?

How are young people getting involved in protests and activism?

What is the Black Lives Matter movement?

How are individuals and groups responding to systemic racism in America?

How are young people getting involved in protests and activism?

Unit Assessment: At the start of each unit, show students this curriculum guide. Use essential questions at journal entries. Alternatively, students can address one question on a banner as a class to be displayed in the room and contemplated throughout the unit. Analysis of primary source readings, productive, open-minded discussions about past/present activism and the role of students; reaction papers & journaling review; written confirmation of understanding of unit vocabulary.

	Core Objectives		Instructional Actions	
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.1.12.CivicsPI.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.b	Activism by various groups has led to social, political, and economic change in the US	Compare/contrast leaders of civil rights movements throughout history and evaluate their legacies	Opening and closing procedures/activities for class Construct a claim to describe how media and technology	Journaling: compare and contrast perspectives

6.1.12.HistoryCC.13.d 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistorySE.14.a NJSLA.R2 RH.11-12.4 RH.11-12.9 NJSLA.W.1 WHST.11-12.1.A-E	Historically, student activism has been met with strong reactions by governments, and many enacted change Different strategies by various groups and organizations bring about a variety of reactions from civilians and governments	Reflect on the role that young people can play in being activists in the United States Recognize the causes and effects of activism in the past and present	has impacted civic participation and activism Create a timeline from the 1860s to modern-day that includes examples of activism and the outcomes of each event Design a chart that explains different strategies used in activism (marches, sit-ins, protests, etc) and their effectiveness Collaborate on issues that are trending currently and brainstorm ideas that the school community could use to enact change Socratic seminars and informed discussions regarding a variety of relevant topics.	Creating individual and group presentations using 21st century skills Primary source readings and evaluative reaction papers Quizzes/Tests
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Resources: Newsela: Protests and Activism Newsela: Supreme Court Makes History Newsela: Same Sex Marriage: What Progress Looks like 6 Years Later Newsela: Coming Together in this Moment	Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. In addition to I.E.P. 's and 504's.
VOCABULARY: Activism Social justice Sit-ins	

Protests

Obergefell v. Hodges

Marches

#BlackLivesMatter

Stonewall Riots

#StopAsianHate

Legislation (same sex marriage, hate crimes, etc)

CROWN Act 2021

Civil Disobedience