

Course: *Diverse America*
Unit #: #1 Toolbox Unit

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}
<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- **21st Century Life & Career Standards**

- <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf> (do we put this up top?)
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it

- to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
 - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **English Companion Standards**
 - RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
 - WHST.11-12.7. 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.
 - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
 - Grade 9-10 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
 - Grade 11-12 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
- **Interdisciplinary Content Standards**
 - 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 - 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the **contributions of African-Americans to our country** in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,

literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to apply Toolbox Unit vocabulary and situational knowledge to their own experiences and communities.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

Through completing our coursework, our students will be better able to:

- Apply acquired content to connect past and present day events
- Collaborate and interact with others in a diverse and ever-changing world
- Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

there is shared vocabulary that can create a framework for having productive discussions.

EU 2

identities shape our perspectives and the way we experience the world.

EU 3

Essential Questions

EU 1

- How did unique cultural norms, taboos, and traditions develop?
- How do subcultures and countercultures contribute to societies?
- How can the cultural iceberg be used to analyze various cultures?

EU 2

- How do our various group identities shape us as individuals?
- How does a culture reflect the values of its people?
- What are the challenges of celebrating what we have in common while also honoring our differences?

diversity, privilege, and respect can impact an individual's ability to feel accepted.

- What is the difference between feeling proud and feeling superior?
- How can the concept of intersectionality help us better understand our experiences and the experiences of others?

EU 3

- How have stereotypes and prejudices influenced American systems?
- What factors might make people feel safe expressing their identities?

Knowledge

Students will know . . .

EU 1

- how cultural norms, taboos, social structures, and traditions vary among different groups (6.1.5.HistoryUP.2)

EU 2

- that it is important to understand the perspectives of other cultures in an interconnected world. (6.1.5.HistoryUP.7)
- human beings are made up of many identities that impact their experience. (6.1.5.HistoryUP.7)
- that culture shapes individual and community perspectives and points of view. (9.4.5.GCA.1)

EU 3

- the types of behaviors that promote collaboration and problem solving with others who have different

Skills

Students will be able to . . .

EU 1

- engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (6.1.2.CivicsPD.1)
- demonstrate openness to new ideas and perspectives. (9.4.2.CI.1)
- demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. (9.4.8.GCA.2)

EU 2

- use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. (6.1.2.HistoryUP.2)
- articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. (9.4.2.GCA:1)

EU 3

- perspectives. (6.1.5.CivicsCM.3)
- the benefits of collaborating to enhance critical thinking and problem solving. (9.4.12.CT.2)

- explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (6.1.2.CivicsCM.3)
- navigate cultural differences with sensitivity and respect. (9.4.8.GCA.1)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Define minority using the Encyclopedia Britannica definition. (Definition of minority from Encyclopedia Britannica: a culturally, ethnically, or racially distinct group that coexists with but is in a position of less power or authority to a more dominant group. As the term is used in the social sciences, this subordinacy is the chief defining characteristic of a minority group. As such, minority status does not necessarily correlate to population. In some cases one or more so-called minority groups may have a population many times the size of the dominating group, as was the case in South Africa under apartheid (c. 1950–91).) This will provide a framework for the course to create opportunities for student choice. Once everyone in the course understands the definition of minorities, they will have an enhanced ability to choose which groups they research for performance tasks. **(A, EU1)**
- Define and give examples of the Toolbox Terms. Key terms for the course include minority, culture, subculture, counterculture, cultural norms/taboo, cultural diffusion, intersectionality, privilege, assimilation, cultural appropriation,

cultural imperialism, stereotypes, generalizations, prejudice, sexism, racism, ableism, islamophobia, anti-semitism, surface vs. deep culture (Cultural Iceberg), ethnocentrism, globalization, equality vs. equity vs. justice, etc. **(A EU1)**

- Create a working definition of identity and examples of identity and how each can be celebrated. **(A, M EU1, EU2)**
- Create a digital diagram to explore how people are comprised of personal and social identities. Use <https://www.learningforjustice.org/classroom-resources/lessons/bibi-lesson-1-what-makes-us-who-we-are-9-12>. **(M, EU2)**
- Apply the cultural iceberg to a culture they are familiar with. **(M EU1)**
- Analyze the United States Census to obtain an accurate collection of population data. Compare and contrast specific demographics, such as percentages of income, age, race, etc. **(M, T EU1)**
- Create a collage to represent the intersectionality of student identities. **(M, EU2)**
- Compare and contrast the total incidents of hate, extremism, antisemitism, and terrorism from over the years using the ADL H.E.A.T Map and analyze the possible trends that have or could occur. **(M, T, EU3)**
- Use parts of the resource “[Brick by Brick: Exploring and Archiving the City of Newark](#)” from the Pulitzer Center and posted on the New Jersey state resources website. It is designed to allow students explore the intersection of the history of the City of Newark (aka Brick City) and global migration using a variety of historical documents, texts and visuals in which everyday people and the disenfranchised occupy an important space of representation. **(A, M, T, EU3)**

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Toolbox	20
2	Context	50
3	Contributions	20

Instructional Materials

- Current Event Articles
- Charts, Maps, and Graphs
- Newspaper Articles, Laws, Letters, and Speeches
- Upfront Magazine
- Choices Program
- <https://www.nj.gov/education/standards/dei/samples/index.shtml>
- <https://www.learningforjustice.org/>
- <http://www.njamistadcurriculum.net/>
- Anti-Defamation League- www.ADL.org
- <https://www.pbs.org/wgbh/americanexperience/>
- <https://www.facinghistory.org/resource-library>
- <https://www.ushistory.org/>
- <https://www.si.edu/>
- <https://www.facinghistory.org/resource-library/identity-and-community/who-am-i>
- <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/bear-wasnt>
- <https://www.adl.org/resources/tools-to-track-hate/heat-map>
- <https://www.learningforjustice.org/classroom-resources/lessons/bibi-lesson-1-what-makes-us-who-we-are-9-12>
- <https://edsitement.neh.gov/lesson-plans/not-indians-many-tribes-native-american-diversity>
- *Bibi* (Learning for Justice), *Miss Representation*, *13th*, *ESPN's 30 for 30* series, *Eyes on the Prize* series (PBS), *Selma: Bridge to the Ballot*, *Home of the Brave* (2004), *African Americans: Many Rivers to Cross* (PBS), *Freedom Riders* (PBS), *Slavery By Another Name* (PBS), *Soundtrack for a Revolution* (PBS), *Hidden Figures*, *The Story of Elizabeth Cady Stanton & Susan B. Anthony: Not For Ourselves Alone* (PBS), *The Death & Life of Marsha P. Johnson*, *Iron Jawed Angels*, *Brother Outsider: The Life of Bayard Rustin*, *Pride* series, *Disclosure*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.