

# Introduction (Weeks 1-2)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Semester**  
Status: **Published**

## ESSENTIAL QUESTIONS

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What is Social Justice?

How does Intersectionality affect various Social Justice groups?

Is America a land of opportunity?

Can legislative compromises solve moral issues

What are some common ways white people think about race and their own racial identities?

What is the relationship between code-switching, social and political power, and discrimination?

## UNIT RATIONALE

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An introduction to the role of civil rights in America: Civil Rights and Social Justice are foundational concepts to help us understand how we have grown and progressed as a society.

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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ELA.L	Language
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.

ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
ELA.L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.R	Reading
ELA.RL.CR.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.
ELA.RI.CR.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.
ELA.RL.CI.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.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

SOC.6.3.12.CivicsHR.1

Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

SOC.6.3.12.HistoryCA.12

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CAEP.9.2.12.C

Career Preparation

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.A.4

Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

Describing a problem is the first step toward finding a solution when computing systems do not work as expected.

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## **PRE-ASSESSMENTS**

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- Teaching Tolerance .org ("Why Talk About Whiteness?")
- White Privilege Checklist American Promise "Code Switching"
- White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

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## **INSTRUCTIONAL PLAN**

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### **Learning Activities / Units of Study**

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Vocabulary

Informal Student led discussion

Students Lead Debates

students journal

Reading articles relating to social injustice and privilege and class discussion

Watching & analyzing videos regarding privilege

### **Formative Assessment**

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Teacher observation

Thumbs up/down

Do now

retach as needed

“Inside the White/Caucasian Box” video lesson

Written Essay on Social Justice

### **Resources and Mentor Texts**

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White Privilege: Unpacking the Invisible Knapsack

by Peggy McIntosh

Teaching Tolerance .org ("Why Talk About Whiteness?")

White Privilege Checklist

American Promise "Code Switching"

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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Digital communities allow for social interactions that can result in positive or negative outcomes.

## **Accommodations**

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### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

