

# Unit 1: 10th Grade- Identity of Self

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

## GOALS/PURPOSE

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*This crosswalk will provide teachers of 10th-grade students with information and resources to help implement the legislative requirements of the 2019 History and Contributions of Individuals with Disabilities and LGBT, Diversity, and Inclusion statutes. This crosswalk will aid teachers and students in their consideration of diverse histories, experiences, and perspectives that promote the dignity and respect of all individuals. All students deserve equitable access to high-quality education that is inclusive of the rich diversity of the state of New Jersey.*

Before beginning this work it is important to create community agreements to help create a culture in whatever setting the work is taking place. Follow these attached guidelines for creating community agreements.

“One’s vision is not a roadmap but a compass.” — Peter Block

### [Community Agreements](#)

ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.SL.PE.9–10.1.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.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g.,

visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

ELA.SL.PI.9–10.4

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## READ ALOUD TEXTS/EXCERPTS

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**Essential Question:** How do our intersecting identities shape our perspectives and the way we experience the world?

### • ALL DEI

- [Intersectionality and Pizza](#)- a great analogy comparing a world of burgers to promote pizza rights.
- [That's Not Me](#): Framed around key concepts of media literacy, the That's Not Me tutorial examines how entertainment and news media represent diversity and the impact these media portrayals can have on the value we place on individuals and groups in society.
  - [Media Portrayals of Indigenous People](#)
  - [Media Portrayals of Visible Minorities](#)
  - [Media Portrayals of 2SLGBTQ+ Representation](#)
  - [Media Portrayals of Persons with Disabilities](#)
  - [Media Portrayals of Racial and Cultural Diversity](#)

### • LGBTQIA+

- Suggested LGBTQ-Inclusive Learning Opportunity: Students read [Simon vs. the Homosapiens Agenda](#) by Becky Albertalli and watch the movie Love, Simon. Use [GLSEN's Love, Simon: Coming Out](#), and Invisible Identities to conduct a character study of the main characters.
- [Nate Plus One](#) by Kevin van Whye- From the author of Date Me, Bryson Keller comes another adorable boy-meets-boy rom-com that will steal your heart. Music, a destination wedding, and secret crushes combine into an irresistibly feel-good story about two best friends falling in love.

### • Asian Pacific Islanders

- <https://www.commonlit.org/en/text-sets/asian-and-pacific-islander-authors-and-cultures>
- We Are Not Free Tracy Chee (attached)- This is a collective story of a close group of 14 young Nisei, second-generation Japanese American citizens whose lives were changed by the World War II internment camps. They fight to stay together in a world defined by racism and injustice.

### • Latinx

- [How the García Girls Lost Their Accents](#) by Julia Alvarez Uprooted from their family home in the Dominican Republic, the four Garcia sisters - Carla, Sandra, Yolanda, and Sofia - arrive in New York City in 1960 to find a life far different from the genteel existence of maids, manicures, and extended family they left behind. What they have lost - and what they find - is revealed in the fifteen interconnected stories that make up this exquisite novel from one of the premier novelists of our time.

### • Students With Disabilities

- [Parenthesis](#) by Élodie Durand. tr. from French by Edward Gauvin. illus. by author. Top Shelf Comics.
  - ISBN 9781603094818.
  - Gr 10 Up

- Durand offers a poignant account of her struggle with epilepsy in her early 20s, the brain surgeries required to excise the tumor responsible, and a grueling recovery that left her disabled for years. VERDICT A feat of the graphic medicine genre, capturing the intersection of personal experience of illness with the technical aspects of medical treatment. A superb addition that emotionally mature readers will find compelling.
- **The Immeasurable Depth of You** by Maria Ingrande Mora. Peachtree Teen.
  - ISBN 9781682635421.
  - Gr 9 Up
  - Brynn lives with a list of mental health diagnoses (ADHD, OCD, SAD, GAD, to name a few) that she carries like an anchor, sure she is bringing down her mother, as she hides on Tumblr away from other people. After Brynn posts an emotional message in a moment of darkness, her best online friend contacts her mom, and she is sent to her father's for the summer. VERDICT A compelling story highlighting the raw reality of living with mental illness. A recommended first purchase for all collections serving older teens.
- **African Culture:** <https://www.commonlit.org/en/text-sets/african-cultures-and-histor>
- **Jewish Authors and Heritage** <https://www.commonlit.org/en/text-sets/jewish-authors-and-heritage>
- **Native American History and Authors** <https://www.commonlit.org/en/text-sets/native-american-history-and-authors>

[We are not Free.pdf](#)

## **ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)**

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### **Uncovering Unconscious Bias**

**Watch:** Yassmin Abdel-Magied [\*What does my headscarf mean to you?\*](#)

Understand why unconscious bias needs to be understood, identified, and mitigated. *Note: when she refers to mentors, think about this through the lens of teachers. "Unconscious bias is a prevalent factor driving culture, causing us all to make assumptions based on our own upbringings and influences. Such implicit prejudice affects everything, and it's time for us to be more thoughtful, smarter, and better. In this funny, honest talk, Yassmin Abdel-Magied uses a surprising way to challenge us all to look beyond our initial perceptions."*

**Watch:** [\*A Conversation on Race: A series of 25 short films about identity in America.\*](#) Pick a minimum of 4 videos about identities that you want to know more about and/or the identities of your students. If you do not have a subscription to the NY Times use this [YouTube link](#) to gain access.

## Reflection:

- What assumptions do you think others make about you because of your physical features or the way that you dress?
- What don't they see when they look at you?
- What are some privileges you have had in your life that have led to your success? Think broadly: social class, age, height, nationality, ethnic or racial category, gender, neurology, sexual orientation, family, religion, etc.

## Activities

- Create a Social Identity Wheel (attached as a PDF in English and Spanish)
- With your Social Identity Wheel in mind, paint, draw, record, write, or make a collage that reflects one or more of the identities by which you identify the most.
- Create an "I am From" poem using these instructions.
- Create a soundtrack/soundscape that reflects one or more of your identities.

## Extensions

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With your Social Identity Wheel in mind, paint, draw, record, write, or make a collage that reflects one or more of your identities by which you put a star or exclamation mark.

[I Am From Poem 2 .pdf](#)

[Social Identity Wheel espanol.pdf](#)

[Social Identity Wheel.pdf](#)

[Identity Wheel.jpg](#)

- **ALL DEI**
  - **Discover what native land you were born on and where you currently live:** <https://native-land.ca/>
- **LGBTQIA+**
  - **Read and Watch: *My Pronouns: What and Why*** Why do pronouns matter? Explore this website and be sure to click on the video links on the [resource page](#) for some great videos
  - [Chat Spaces](#)
- **Asian Pacific Islanders**
  - [We are not a stereotype- Asian-American Bias](#)- Video Series from the Smithsonian Asian Pacific American Center
  - **South East Asia**  
Map <http://www2.harpercollege.edu/mhealy/mapquiz/seasia/semenu.htm>
  - [Asian Art Museum](#)
  - [Asian American Education Timeline](#)
- **Latinx**
  - <https://www.pbslearningmedia.org/collection/latino-americans/>
  - <https://www.zinnedproject.org/themes/latino/>
  - **Videos:**  
Watch this short introduction to [Frida Kahlo](#) from TED-Ed (via YouTube) and then, to explore further, jump over to [Google Arts & Culture](#) to learn more and see her art. Have students determine what pieces of her life they see reflected in her art.
  - Click through this Google Arts & Culture [collection of Latino musicians](#) with embedded audio of interviews and music. Have students share some of their favorite Latino and Hispanic artists and bands.
  - Pair this feature on the Library of Congress website with actual texts, and students can hear [Hispanic and Latino authors](#) reading their work to make it come alive.
- **Students With Disabilities**
  - **What does it mean to have a "disability"? How many people truly have disabilities?** <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>
- Identify how to address people from other races and national origins appropriately according to the National Institute of Health from the US Department of Health and Human Services. <https://www.nih.gov/nih-style-guide/race-national-origin>
- Games that deal with common problems of high school students: <https://cattsmall.com/games/>
  - [SweetXheart](#) is a slice-of-life game about microaggressions, race, and gender

## **PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)**

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**Watch (for teachers):** Yolanda Sealey Ruiz's [The Archaeology of the Self \(DEI, Identity of self\); Be a Mr. Jensen \(exceptional students\)](#)

**Reflect:** How do issues of race, class, religion, and sexual orientation live within us? How does our societal conditioning shape the way we show up in the classroom as students and educators? How does it shape how we show up in our communities in and out of school? It is important to understand our own beliefs before we can fully be open to others' cultural identities.

- **Read:** [What Is Intersectionality and Why Is It Important? Building solidarity in the fight for social justice.](#)  
[By Anne Sisson Runyan](#)
- Edsitement- geared towards English, Social Studies, and the Performing Arts. Sign up using Google Classroom Link. <https://edsitement.neh.gov/teachers-guides>
- Jan 15-March 8- [Culturally Responsive Art Education \(CRAE\) Workout](#). A self-guided weekly program that has curriculum and instruction for teachers to push themselves through culturally responsive ideas. Teachers can register at
- **Seven C's for Effective Teaching**
  - Read: <https://www.ascd.org/el/articles/seven-cs-for-effective-teaching>
  - Watch: [Reality Pedagogy and/as Presencing w/ Chris Emdin and Tanya Birl-Torres](#)
  - Reflect: Do you think could readily be implemented in your work with students, and which ones would you want to take more time to develop, and how might you develop them?
- [A Long Talk](#)- a free monthly conversation to discuss all topics regarding anti-racism to reflect, digest, and transform
- Racial Equity Tools Glossary (attached)
- Learning for Justice: <https://www.learningforjustice.org/> Free lessons, newsletters, etc. Easy to sign up.
- Latinx Book Festival each Friday of Hispanic Heritage Month  
2023 <https://www.latinxkidlitbookfestival.com/>
- Responding to Bias Incidents from the Anti-Defamation League (attached). This is a great resource that includes reflection questions and explains why derogatory comments should not be used and how to address the situation. The incident and page number are listed below:
  - **Anti-Semitic Incidents** page 16 (Swastika 16, Heil Hitler Salute 18, Holocaust "Jokes" 20, Throwing Pennies 24)
  - **Racist Incidents** page 24 (N-Word 24, Nooses 26, Comparing Black People to Monkeys 28, Confederate Flag 30, "All Lives Matter" 32, Anti-Asian Racism -related to Covid 34)

- **Anti-Immigrant Bias** (Sometimes Called “Xenophobia”) page 36 (Build the Wall 36, Go Back To Where You Came From 38)
- **Anti-Muslim Bigotry** page 40 (Terrorists References and Bomb Joke 40)
- **Anti-LGBTQ+ Bias** page 42 (Thats So Gay 42, F-Word44, Misgendering and Deadnaming Transgender and Nonbinary Students 46)
- **Disability** page 48 (R-Word 48, SPED 50)
- Teaching Strategies (from Learning for Justice)- Say Something, What Would They Say, Text Talk Time, Fishbowl, Four Perspectives, Save the Last Word for Me (attached).

**Questions to ask yourself when considering DEI in your curriculum ([from NJ State](#))**

**Standards-Based:** Are the lessons in accordance with the New Jersey Student Learning Standards and do they promote interdisciplinary connections?

**Student-Centered:** Do the instructional strategies and resources promote independent learning and ownership of the learning process?

**Action-Oriented:** Do the lessons focus on a compelling, authentic and engaging problem that inspires students to take action in response to real-world challenges?

**Culturally Responsive:** Do the lessons require the activation and incorporation of students’ cultural background knowledge to build new knowledge and skills?

**Inclusive:** Do the lessons include resources created by authors of diverse backgrounds as well as include the expertise, contributions and perspectives of diverse cultures, abilities and identities?

[RET Glossary expanded 2021-10.pdf](#)

[Responding to Bias Incidents 1 .pdf](#)

[Text Talk Time 6-8 9-12 Learning for Justice.pdf](#)

[Save the Last Word for Me.pdf](#)

[Text-based Fishbowl Learning for Justice.pdf](#)

[Say Something.pdf](#)

[Four Perspectives.pdf](#)

[What Would They Say Learning for Justice.pdf](#)