

Unit 1: 11th Grade- Appreciation of Others

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

GOALS/PURPOSE

This crosswalk will provide teachers of 11th-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.

Guiding quote: "Sometimes you have to experience the bad so that you can learn to appreciate the good things that enter your life." -Leon Brown

[Community Agreements](#)

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.
ELA.RI.CI.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.
ELA.RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RI.TS.11–12.4	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.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).
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

READ ALOUD TEXTS/EXCERPTS

- **ALL DEI**

- [We don’t know what we think we know: Why the dustbin of history needs to be cleaned out](#) by Marc Lorenc, Ph.D. Chief Public Historian at the New Jersey Historical Commission makes a powerful case for the importance of becoming more inclusive storytellers of the complexities of our past to benefit our collective future.
 - What is at stake when only a sliver of stories are told about the past at the expense of silencing others?
 - How does this change the way we perceive each other, our institutions, and our beliefs?
 - What would contemplating this complexity mean for us in the present?
 - What would it look like in action?

- **LGBTQIA+**

- Every Day by David Levithan
 - A is a teen who wakes up every day in a different body, living a different life. This seems to work for A until he meets Rhiannon and everything changes. David Levithan’s novel is so creative and accurately depicts what it feels like when you don't know where you belong and how grounding it can be to find the people who make you feel like you’re home.
- We Are Okay by Nina Lacour
 - Marin left her old life in California for college in New York without a word to anyone who knew her. Then a visit from Mabel, her former best friend, and maybe something more, forces Marin to confront the sad and painful memories that led to her leaving everything behind.

- **Asian Pacific Islanders**

- [Common Lit Articles 9th Grade](#)

- **Latinx**

- [I Am Not Your Perfect Mexican Daughter](#) by Erika L. Sánchez
 - Perfect Mexican daughters do not go away to college. And they do not move out of their parent’s house after high school graduation. Perfect Mexican daughters never abandon their families. But Julia is not your perfect Mexican daughter. That was Olga’s role.

- **Students With Disabilities**

- The Moth Girl by Heather Kamins. Putnam. ISBN 9780593109366.

- Gr 9 Up—Anna has a chronic illness—invented by the author (and explained in an afterword), whose novel explores permanent and life-threatening illness. VERDICT A tenth grader’s sudden diagnosis of a fictitious condition gives readers an opportunity to see what it takes to manage a chronic illness; also recommended for readers seeking to understand living with a chronic condition—their own or someone close to them.
- We Are All So Good at Smiling by Amber McBride. Feiwel & Friends. ISBN 9781250780386.
 - Gr 9 Up—After her parents discover a list Whimsy wrote of ways to stop breathing, she is in the hospital again for clinical depression. She meets fellow patient Faerry, a boy who she perceives as having magical qualities. As they begin their healing journey together, they recognize their lives are interwoven by past trauma. VERDICT This phenomenal novel-in-verse transports readers into an impassioned tale of heartache and hope that belongs on every bookshelf serving teens.

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

- **ALL DEI**

- **Watch: [Appropriation versus Appreciation](#)** - "If it is about us, then include us." and understanding collective histories. Good for the beginning of the fall/Halloween season in regard to Native American appropriation.
- Watch: [Roots, Race and Culture](#)- PBS Utah

- **LGBTQIA+**

- [Appreciation for who you really are- Coming Out videos](#)
- [LGBTQ History- variety of lessons about AIDS, Stonewall, Feminist Movement, Etc.](#)

- **Asian Pacific Islanders**

- [The month of May is Asian Pacific American Month](#)

- **Latinx**

- [What It Means to be Latinx in US- TEDTalk](#)

- **Students With Disabilities**

- [Disability: How to Cope With Them and Support Others](#)

WEBSITES (FOR STUDENTS TO INTERACT WITH)

- **ALL DEI**

- Discover what native land you were born on and where you currently live: <https://native-land.ca/>
- 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.
- [15 Minute History](#) is a history podcast designed for historians, enthusiasts, and newbies alike. Has wonderful episodes including Afro-Indigenous Histories of the US, Black History, LGBTQ, Latinx, Women's History, and other ethnic identities histories related to the United States.

- **LGBTQIA+**

- [Chat Spaces](#)
- [The Trevor Project](#)

- **Asian Pacific Islanders**

- **Dharma: Lessons of the Indian Epics: Following the Dharma from Edi**
- **South East Asia**
Map <http://www2.harpercollege.edu/mhealy/mapquiz/seasia/semenu.htm>
- **Easter Island:** <https://www.pbs.org/wgbh/nova/worldbalance/easter.html>
- **Easter Island** <https://www.pbs.org/wgbh/nova/easter/>
- [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.

Though it's hosted on YouTube, this audio-only podcast from the Fall of Civilizations is about the [Aztec empire](#). In its entirety, it would span several class periods, so it's probably best in shorter segments. Listening is a great opportunity for students to practice their note-taking skills.

- 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.
- Latinx Book Festival each Friday of Hispanic Heritage Month
2023 <https://www.latinxkidlitbookfestival.com/>
- 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>

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

Essential Reflective Question: What aspects of your student's culture and experiences might you be ignoring? What cultural norms and experiences connect you to your students? (i.e. gaming, anime, fashion, film, social media, sports, etc.)

Resources

- 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 www.artsednj.org/CRAEWorkout.
- [.A Long Talk](#)- a free monthly conversation to discuss all topics regarding anti-racism to reflect, digest, and transform
- [LGBTQ History- a variety of lessons about AIDS, Stonewall, Feminist Movement, Etc.](#)
- **Racial Equity Tools Glossary** (attached)
- **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:
 - **Antisemitic 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 (That 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?

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

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

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

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

[Four Perspectives.pdf](#)

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

[Say Something.pdf](#)

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