

Unit 1: 12th Grade- Equity for Change

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

GOALS/PURPOSE

This crosswalk will provide teachers of 12th-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: "Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself." - Jalal ad-Din Muhammad Rumi

Community Agreements

ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
ELA.W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	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.
ELA.W.SE.11–12.6	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 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 (MLA or APA Style Manuals).

ELA.SL.PE.11–12.1.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.11–12.1.B

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

ELA.SL.PE.11–12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

READ ALOUD TEXTS/EXCERPTS

Books That Inspire Social Change recommended by Young Adult Library Services Association

*noted: at this point in DEI curriculum, students should have been **introduced to intersectionality** (see 10th grade Identity of Self). Therefore this is a comprehensive list of books that deal with topics across cultures and situations to inspire students to enact change in the world around them.

1. [5 to 1 by Holly Bodger](#)- The year is 2054 and decades of gender selection in India have led to a gender imbalance where boys outnumber girls 5 to 1. This makes girls a valuable commodity. A community of women tired of the unfairness of marriage decides to wall off a city and form their own country. Directions: Read the first page and discuss what is being discussed in the poem.
2. [All American Boys by Jason Reynolds and Brendan Kiely](#) When sixteen-year-old Rashad is mistakenly accused of stealing, classmate Quinn witnesses his brutal beating at the hands of a police officer who happens to be the older brother of his best friend. Told through Rashad and Quinn's alternating viewpoints, All American Boys examines current social justice issues through the lens of several teens.
3. [Between the World and Me by Ta-Nahisi Coates](#)- In a letter to his adolescent son, Ta-Nahisi Coates shares the story of his awakening to the truth about his place in the world and what it's like to inhabit a black body in the United States. Coates offers a framework for understanding our nation's history and current crisis through his personal experiences.
4. [The Bitter Side of Sweet](#) by Tara Sullivan- Fifteen-year-old Amadou and his younger brother, Seydou, were tricked into forced labor on a cocoa plantation in the Ivory Coast. All they can do is try to survive, until the day Khadija comes into their lives. She is the first girl who's ever been brought to camp. Every day she attempts to escape until finally, the bosses break her. Amadou decides that he must get free, for Khadija and Seydou. The three stick together and attempt to escape one last time.
5. [Citizen: an American Lyric by Claudia Rankine](#)-Through images, poetry, and prose, Citizen explores growing racial aggressions in the media and everyday life. From unintentional microaggressions to blatant and intentional offenses, racism is manifest everywhere, all the time. Rankine examines the individual and collective effects of racism in our current social climate.
6. [The Distance Between Us: Young Readers Edition by Reyna Grande](#)- This memoir begins with Reyna's father leaving his family in a Mexican village in order to make a dangerous trip across the border into the United States. The father promises to return with enough money to buy the family a dream home but it seems he will never return. Reyna's mother eventually goes to meet with her husband leaving Reyna and her siblings with their grandmother and ultimately the children have to fend for themselves. At last Reyna's mother

returns to send Reyna on her own journey to live with the man who left her so many years ago.

7. [How It Went Down by Kekla Magoon](#)- When sixteen-year-old Tariq Johnson is shot to death, his community is thrown into an uproar because Tariq is black and the shooter, Jack Franklin, is white. In the aftermath, everyone has something to say, but no two characters can agree on a version of events.
8. [I Love I Hate I Miss My Sister](#) by Amélie Sarn- In this portrait of two Muslim sisters, Amélie Sarn weaves a tale of love, loss, and devotion. Sohane and Dejlila are high school students living in France. Sohane is devout and dedicated to her religion, while Dejlila dresses liberally and chooses not to practice religious customs. When Dejlila is murdered by a local Muslim boy for her liberal ways, Sohane is confronted by the conflicts between her religion and the society in which she lives.
9. [Made in America: Immigrant Students in Our Public Schools](#) by Laurie Olsen and Rebekah Edwards- Laurie Olsen spent two years at Madison High School where she interviewed the faculty, students, administrators, and parents to get an inside look at how immigrants need to become “Americanized” in this society but then are denied full acceptance because of how American society is. The book discusses the line immigrants must walk between losing their heritage to so-called multiculturalism assimilation and keeping true to their roots.
10. *March* by John Lewis and Andrew Aydin-*March* is book one in the graphic novel trilogy detailing the life and struggle of John Lewis for civil and human rights. Though it is mostly centered on John’s story, it also touches on other broader civil rights moments. Book one focuses mainly on his childhood in Alabama and how meeting Martin Luther King Jr. put him on the path to becoming a key figure in the Civil Rights Movement. [Lesson Plans](#)
11. *October Mourning* by Lesléa Newman-Through poetry and various points of view, Lesléa Newman relates the events from the night of October 6, 1998. Twenty-one-year-old Matthew Shepard, a gay college student, was lured out of a Wyoming bar, viciously beaten, tied to a fence, and left to die. [Teacher Guide](#)
12. [Revolution by Deborah Wiles](#)- Revolution takes place in the 60’s where the main character, Sunny, finds out that there are people coming down south to help with voter registration. She is very uncomfortable with this invasion of strangers and her family is not helping as they become more and more overbearing. Late night shenanigans get her caught up in an adventure where she must figure out where she fits in the world and what she wants to stand for in life.
13. [This Side of Home by Renée Watson](#)- This Side of Home follows the senior year of identical twins, Nikki and Maya, and is told from Maya’s perspective. Nikki and Maya have always been inseparable. However, gentrification and their reaction to the development of their neighborhood threaten to tear the two teens apart. Nikki is excited about the new developments in the area, while Maya is leery of all the changes. She thought her neighborhood was just fine the way it was, and she closed herself off (at first) to their new neighbors.
14. [Sold by Patricia McCormick](#)- Thirteen-year-old Lakshmi, though poor, enjoys her life until the Himalayan monsoons wash away her family’s crops and she is sold to a brothel in India by her stepfather. She remembers her mother’s wisdom about triumph through endurance and she hopes for the day when she can reclaim her life.
15. *Spirit of a Mountain Wolf* by Rosanne Hawke- *Spirit of a Mountain Wolf* is the story of teenage Razaq Khan who lives in a Pakistani tribe that is hit by an earthquake. His family is killed and Razaq is left to fend for himself. While trying to find his uncle, Razaq is tricked into slavery. When he is about to lose all hope he meets Tahira who gives him newfound strength to try to overcome his agonizing situation.
16. *Symptoms of Being Human* by Jeff Garvin- Riley Cavanaugh is a gender-fluid teenager who struggles

with her identity. Riley creates a blog on the topic that goes viral and leads to an assault by a fellow classmate. Riley finds support in a new group of friends and finds courage to talk about her identity issues. (LGBTQIA+)

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

- [Not Indians, Many Tribes](#)- Lesson plan to discuss that there were literally hundreds of Native American tribes and there still are. All of those tribes have their own traditions and their own customs. Many had their own language. To say that a certain word, recipe, or custom is 'Indian' is incorrect."
- [Danger of a Single Story](#)- TedTalk Our lives, and our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
- [Riding the Wave of Human Connection](#)- Lesson Plans on Perspectives and Their Implications: Riding the Wave of Human Connection
- [I Am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban](#) by MalalaYousafzai with Patricia McCormick- (Website includes lesson plans and interactive material) I am Malala is a story about Malala Yousafzai's life during the Taliban control of her region. The Taliban's cruel and oppressive rule chafed against what she was taught in the peaceful Pakistan that which she was raised. The book tells the account of her childhood and continues into how she became an international symbol of peace for which she received the Nobel Prize.

WEBSITES (FOR STUDENTS TO INTERACT WITH)

ALL DEI

- [Use of inclusive language](#)
 - [Talking About Race](#) from the National Museum of African American History and Culture
 - Discover what native land you were born on and where you currently live: <https://native-land.ca/>
 - **Native Americans:** <http://www.kstrom.net/isk/mainmenu.html>
 - 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+**
 - [Scholarship Opportunity](#) (Seniors Only)
 - [Ally's Guide](#)
 - [GLAAD Resource List](#)
- **Asian Pacific Islanders**
 - **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:**
 - 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.)

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?
- [LGBTQ History- a variety of lessons about AIDS, Stonewall, Feminist Movement, Etc.](#)

Ways to educate yourself:

- 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 using the link above.
- [.A Long Talk](#)- a free monthly conversation to discuss all topics regarding anti-racism to reflect, digest, and transform
- 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 (Thats So Gay 42, F-Word 44, 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](#)

[Say Something.pdf](#)

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

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

[Four Perspectives.pdf](#)

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

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