

Unit 04: Inquiry into Additional Diversity Issues

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

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RH.11-12

Reading History

Key Ideas and Details

Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.2

Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.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.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

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LA.RL.11-12	Reading Literature Key Ideas and Details Key Ideas and Details
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.11-12.3	Analyze the impact of the author's choices 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). Craft and Structure Craft and Structure
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12	Reading Informational Text Key Ideas and Details
LA.K-12.NJSLSA.W	Writing
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Integration of Knowledge and Ideas
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Research to Build and Present Knowledge
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

	background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.K-12.NJSLSA.W7	<p>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Range of Reading and Level of Text Complexity</p>
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p>
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	Production and Distribution of Writing
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
	Research to Build and Present Knowledge
LA.W.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.
LA.W.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 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).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.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.
LA.SL.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.
LA.SL.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.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	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.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	Presentation of Knowledge and Ideas
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In the final unit of this course, students will recognize additional cultural groups not yet examined in this course and the issues that surround their struggle for equal rights and equal opportunities. These issues include, but are not limited to, the following: gender, LGBTQ, religion, physical challenge, class and poverty. During the final three weeks of the course, students will select one of these groups to research and present their findings in class. The goal of this inquiry unit is to further expand their global awareness and deepen their understanding of and empathy for all groups who are underrepresented in society.

Meaning

Essential Questions

Essential Questions

What other cultural groups are underrepresented in US society, today?

What goals do each of these groups hope to accomplish?

What barriers stand in the way of their achieving these goals?

What, if anything has been done to address their goals?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

There are cultural groups currently underrepresented in US society.

Significant barriers stand in the way of these groups achieving their goals.

Steps have been taken to address the goals of each group, but further steps must be taken.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

The definition of an underrepresented cultural group.

How to identify underrepresented cultural groups in our society.

How to research a selected one underrepresented group.

What an IGNITE presentation is and how to create one on their selected group.

How to present to the class with confidence.

Skills

Skills

Student will be skilled at ...

How to identify and research underrepresented cultural groups in society.

How to organize their findings.

How to create an IGNITE presentation.

How to present their findings to their classmates in a five minute IGNITE presentation.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Digital resources available through Teaching Tolerance Perspectives on Diversity include:

You Forgot Your Skirt, Amelia Bloomer, by Shana Corey

Why Chicken Means so Much To Me, by Sherman Alexi

Witch Hunting, Teaching Tolerance Staff

White House Data Paints New Portrait of Modern American Women, Savannah Guthrie

Welfare is a Women's Issue, Johnnie Tillman

What Do You Know: Six to Twelve-year-olds Talk About Gays and Lesbians, Welcoming Schools

Tough Guise: By Playing a Role, I Discovered Myself, Melvin Pichardo

Two Friends, Realistic Reflections

The Yellow Wallpaper, by Kate Chopin

The Misfits, by James Howe

The Immortal life of Henrietta Lacks, by Rebecca Skloot

The First Coconut Tree, by Nancy Bo Flood

Susan B. Anthony, by Alexandra Wallner

Story Corps: When Grandfather Came Out, by Tony Perri and Jeffrey Perri

Story Corps: When Mr. Byrne Came Out, by John Byrne and Samantha Liebman

Story Corps: When Sanjay Brought Home a Girl, by Sulochana Konur and Melissa Konur

Story Corps: Stonewall Riots, by Michael Levine and Matthew Merlin

Story Corps: The Armor of a Wheelchair, by Vicky Page and Terrance Hicks

Story Corps: We Were Caught, by Rob Littlefield

Story Corps: It Was Never a Slum to Me, by Carol Jacques

Story Corps: Job Interview, by Tia and Christine Smallwood

Story Corps: Living with Dyslexia, by Sean Plasse and Blanche Podhajski

Story Corps: Memphis Sanitation Workers' Strike, by Reverend George Turks, Jr.

Story Corps: Mom Read the Mail, by Nathan Hoskins and Sally Evans

Story Corps: Mother Enrolled Me in School, Lourdes Villanueva and Roger Villanueva

Story Corps: Gay in the Marine Corps, by Kendall Bailey and Don Davis

Story Corps: Growing Up Poor, by Noe Rueda and Alex Fernandez

Story Corps: Hasiyna Opens Up, by Hasiyna Price and Danette Banks

Story Corps: I Couldn't Buy a movie Ticket, by Ezra Awumey and Sam Harmon

Story Corps: I Lost My Voice, by Rene Foreman and Michelle Foreman

Story Corps: I Needed Help, by Guy Hernandez and Siddiqi Hansoti

Story Corps: I Tried to Hide My Stutter, by Taro Alexander

Story Corps: A Boy Scout's Good Deed, by John Hope Franklin and John W. Franklin

Story Corps: Dad's Bionic Hand, by Lanie, Alex and Eric Jones

Story Corps: Every Brain is Different, by Kim Wargo and Ida Cortez

Soccer teams and Coaches, by Michael and Cathy Hoffman

Sometimes, by Rebecca Elliott

Serve Breakfast in Class, Advocates for Poor Urge, by Julie Bosman

Seventeen Syllables, by Hisaye Yamamoto

Should Women be Allowed in Combat?, Catherine Ross and Elaine Donnelly

Rough on Rats, by Forbes Co. Boston

School is a Place to Ask Questions, I Learn America

Remarks in Recognition of International Human Rights Day, Hillary Rodham Clinton

Righting Old Wrongs, by Christopher S. Bond

Redstockings Manifest, Redstockings

Religious Discrimination for Learning and Development Training, Training4Ltd

Proclamation of the Striking Textile Workers of Lawrence, Workers of Lawrence, Mass.

Raised by Women, by Kelly Norman Ellis

Peace begins With You, Katherine Scholes

Percentage of People in Poverty in the Last Twelve Months, US Census Bureau

Polite Society, by Kaity Parson

Oyster Shucking: Dunbar, Louisiana, by Lewis Hine

Parent Power: Raising Kate, by Connie Matthiessen

One School Girl's Protest of Seventeen Magazine - Now 75,000 Strong, by Julia Bluhm

Our Gender is Soldier, Rod Norland

Ninth Ward, by Jewell Parker Rhodes

No Place to Pray, Teaching Tolerance

Memorial and Remonstrance Against Religious Assessments, by James Madison

Mama Played Baseball, David Adler

Letter to the Hebrew Congregation in Newport, by George Washington

Life in the Iron Mills, by Rebecca Harding Davis

Lives Turned Upside Down: Homeless Children in Their Own Words and Photographs, by Jim Hubbard

Just Peace: a Message of Hope, by Mattie Stepanek

Kane-wahine and Wahine-kane, by Dean Hamer and Joe Wilson

Kevin Connolly Will See You Now, by Christopher Connolly

Knock Knock, by Daniel Beaty

Kumu Hina's Transition, by Dean Hamer and Joe Wilson

Joey Pigza Swallowed the Key, by Jack Gantos

International Bill of Gender Rights, International Conference on Transgender Law and Employment Policy

Homeless, Bernard Wolf

How Rich are the Super Rich?, by Dave Gilson and Carolyn Perot

Gender Spectrum, Debra Chasnoff

Gender Trouble, Patricia Williams

Hand Me Downs, Sarah Kay

Gawking, Gaping, Staring, by Eli Clare

Gay and Lesbian Parents, by Julianna Fields

Gay Marriage, Steve Sack

Gender-o-meter, by Debra Chasnoff

Extremism, by Emad Hajjaj

Facing the School Dropout Dilemma: The Interaction of Sexual Orientation with School Dropout Rates, American Psychological Association

Families, by Ann Morris

Families Like Mine: Children of Gay Parents Tell It Like It Is, by Abigail Garner

Family Restaurant, Andrea James

Eleanor Roosevelt Resigns from the DAR, Eleanor Roosevelt

Escalating US Poverty Rates Sends Shockwaves, NBC Learns

Echoes, Pat Mora

Declaration of Dependence, National Child Labor Committee (A.J. McKelway)

Defense of Marriage Act, 104th Congress

DREAM Act of 2011

Covering, Kenji Yoshino

Community in Action, by Studs Terkel

Being Different Is Like a Part-Time Job, I Learn America

Antonio Card/La tarjeta de Antonio, by Rigoberto Gonzalez and Cecelia Conception Alvarez

Beauty and Body Image in the Media, Media Awareness Network

An Act to Protect Religious Freedom and Recognize Equality in Civil Marriage, Vermont General Assembly

An Open Letter to Ann Coulter, John Franklin Stephens

An Unlikely Friendship, by Sue Carloni

Alabama Sanctity of marriage Amendment, Alabama State Legislature

A Rare Person, Dean hamer and Joe Wilson

A Room of One's Own, Virginia Woolf

1982: The Aids Epidemic, by Lawrence K. Altman

A Priceless Lesson in Humanity, Felipe Morales

10,000 Dresses, Marcus Ewert

1920: Women Get the Vote, by Sam Roberts

Formative Assessment Strategies

Formative Assessment Strategies

Classroom Discussion

Student Q & A

Teacher Observation of small-group discussion and collaboration

Conferencing, both in class and online

Assisting in creation of IGNITE presentations

Providing feedback on Interactive Journal

Learning Activities/Unit of Study

Learning Activities/Unit of Study

On-going whole-class and small-group discussions and collaboration.

Students will read numerous digital excerpts and poems from Teaching Tolerance's Perspectives, centered on their selected underrepresented cultural group. They will record their perceptions and changes in perceptions in the Interactive Journals in Google Classroom.

IGNITE development

IGNITE presentation to class

They will add their IGNITE links to their personal ZeeMee's

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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.