

# Unit 4: Diversity in Education and the Evolution of Schools

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4th Marking Period**  
Length: **12 Weeks**  
Status: **Published**

## **Diversity in Education and the Evolution of Schools**

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Both students and teachers are multicultural. We are all members of different groups in society. The growing diversity of the student population offers teachers the opportunity to learn new cultures and expand their cultural competencies. To help all students learn, regardless of their ethnic or racial identity, teachers should learn as much as possible about groups other than their own before they begin teaching. Using this knowledge, teachers should develop a repertoire of ways to see each student as unique. This enables you to differentiate instruction, or customize your instruction in ways to facilitate the learning of each student. In addition, teachers must understand the social context in which their students live as this also impacts the performance and outcomes of both educators and students. Families are critical in the education of their children, which is enhanced when families and educators work together to help students learn. A good school contributes to the health of a community but taking care of its children and preparing them to contribute to society in the future.

## **Transfer**

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Students will be able to independently use their learning to identify the challenges teachers face as they try to engage students and develop strategies on how best to respond to this diversity.

## **Meaning**

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## **Understandings**

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Students will understand...

- the impact of cultural diversity in the classroom.

- how to address gender, sexual orientation and religion in instruction.
- how to plan for differences in ability and learning styles.
- the impact of changes in society on schools.
- the role of the family in education and how changes in family structure impact teaching and learning.
- the requirements to be a teacher in NJ.
- the specifics of law, tenure, freedoms and responsibilities of teachers with an emphasis on NJ.

## **Essential Questions**

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Students will keep considering...

- How does diversity and societal change impact teaching and learning and how does a teacher develop strategies to address this?
- What are the responsibilities, rights and protections of teachers, specifically in NJ?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the influences of cultural diversity on learning.
- how gender differences, sexual orientation and religious differences influence school success.
- how schools have changed the ways they help students with exceptionalities.
- key societal changes and the implications of these changes on education.
- the different socioeconomic patterns and how they influence school success.

- how the American family has changed over the last 50 years and the implications for teaching and learning.
- the requirements of a teaching certification in NJ.
- the specifics of school law, Title IX, tenure, academic freedom, teacher liability, and religion in schools, with an emphasis on NJ.

## **Students will be skilled at...**

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Students will be skilled at...

- assessing the influences of cultural diversity on learning.
- investigating how gender differences, sexual orientation and religious differences influence school success.
- critiquing how schools have changed the ways they help students with exceptionalities.
- distinguishing key societal changes and the implications of these changes on education.
- analyzing the different socioeconomic patterns and how they influence school success.
- evaluating how the American family has changed over the last 50 years and the implications for teaching and learning.
- interpreting the requirements of a teaching certification in NJ.
- applying the specifics of school law, Title IX, tenure, academic freedom, teacher liability, and religion in schools, with an emphasis on NJ.

## **Academic Vocabulary**

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- culture
- values
- ethnicity
- socioeconomic status (SES)
- disability
- exceptionalities
- gifted and talented
- intelligence
- learning style
- racism
- stereotype
- achievement gap
- differentiate
- accommodations
- inclusion

- individualized education program (IEP)
- at risk
- zero-tolerance

## Learning Goals

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Students will be able to...

- 1) analyze the impact of diversity and societal change on teaching and learning.
- 2) interpret the rights, responsibilities and protections afforded to teachers in NJ.

- interpret the rights, responsibilities and protections afforded to teachers in NJ.
- analyze the impact of diversity and societal change on teaching and learning.

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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different

ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

SOC.6.1.12.D.3.d

Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

SOC.6.1.12.D.13.f

Relate the changing role of women in the labor force to changes in family structure.

SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

## **Target 1: Impact of Cultural Diversity in the Classroom**

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Assess the influences of cultural diversity on learning.

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## **Target 2: How to Address Gender, Sexual Orientation, and Religion in Instruction**

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Investigate how gender differences, sexual orientation and religious differences influence school success.

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### **Target 3: How to Plan for Differences in Ability and Learning Styles**

Critique how schools have changed the ways they help students with exceptionalities.

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### **Target 4: The Impact of Changes in Family Structure and Society on Teaching and Learning**

Distinguish key societal changes and the implications of these changes on education.

Analyze the different socioeconomic patterns and how they influence school success.

Evaluate how the American family has changed over the last 50 years and the implications for teaching and learning.

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## **Target 5: The Law, Tenure, Freedoms and Responsibilities of Teachers**

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Interpret the requirements of a teaching certification in NJ.

Apply the specifics of school law, Title IX, tenure, academic freedom, teacher liability, and religion in schools, with an emphasis on NJ.

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## **Summative Assessment**

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4th MP Benchmark: Charts & Graphs

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include, but are not limited to, problem-based learning, projects, common



assessments and other activities.

## 21st Century Life and Careers

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## Formative Assessment and Performance Opportunities

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- Analyze Primary Sources
- Field Trip
- Multimedia Analysis
- Projects
- \*Teachers may select from the above list
- Cooperative Team Study

- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Homework
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

## **Accommodations/Modifications**

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Enrichment Opportunities: Field Experiences, Observation, and Analysis of Educational Research/Trends

Differentiation: 504 accommodations and IEP modifications

## **Unit Resources**

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2014 Pearson: Introduction to Teaching: Becoming a Professional (Fifth Edition) by Don Kauchak & Paul Eggen - text and digital resources

2014 SAGE: Introduction to Teaching: Making a Difference in Student Learning by Gene Hall, Linda Quinn, Donna Gollnick

2001 Beacon Press: School: The Story of American Public Education by Sarah Mondale & Sarah Patton (editors)

PBS - School: The Story of American Public Education - online and video resource

2007 Penguin Books: Teach Like Your Hair's on Fire by Rafe Esquith

2003 Anchor Books: There Are No Shortcuts by Rafe Esquith

2007 ASCD: The Art and Science of Teaching by Robert Marzano

2011 ASCD: Effective Supervision: Supporting the Art and Science of Teaching by Robert Marzano

2102 Marzano Research: Becoming a Reflective Teacher by Robert Marzano

2015 Learning Sciences International: Processing New Information by Tzeporaw Sahadeo-Turner & Robert Marzano

2015 Learning Sciences International: Creating and Using Learning Targets & Performance Scales by Carla Moore, Libby Garst & Robert Marzano

## **Interdisciplinary Connections**

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