

Unit 02: The Miseducation of Marginalized Youth

Content Area: **Interdisciplinary**
Course(s): **Celebrating Diversity**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Summary

Students examine the legislature for historical disparities in educational opportunities and school discipline that affect marginalized groups such as minorities, youth with disabilities, and the LGBTQIA+ community.

Standards

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations

Stage I: Desired Results

<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • use nonfiction writing to voice their opinions and spread awareness about social justice issues impacting their communities. • consider others through a social justice lens. • recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. • understand what the School-to-Prison Pipeline is within education. • engage with their peers to create a safe-space to discuss honestly and openly restorative practices to ending the School-to-Prison Pipeline. • examine the impact of laws and legislation on protecting human and civil rights for all people. • build the capacity to recognize bias within oneself, others and society. • explore the realities of living in a diverse society, including concepts of privilege and marginalization. • acknowledge multiple perspectives. • examine the relationship between individual biases and systemic oppression, including the impact of intersecting oppressions. • demonstrate awareness of the harm that results from unchecked bias and oppression.
<i>Mastery</i>

Enduring Understanding

Students will understand that...

- identities are multifaceted and complex.
- they have the power to inform and call others to action in safe and respectful ways.
- there are certain advantages and disadvantages in society because of membership in different identity groups.
- the School-to-Prison pipeline is visible in all schools, all levels of socio-economic statuses, and affects all races, ethnicities, genders, and other marginalized groups of students.
- Affirmative action aims to address historical inequalities and promote diversity by providing opportunities to underrepresented groups while sparking ongoing debates about fairness, merit, and the complexity of achieving social equity.

Essential Questions

- How do power and privilege impact the relationships people have with each other as well as with institutions?
- What role do we all play in eliminating obstacles for young people?
- How do we know when people are being treated unfairly?
- How does intersectionality relate to identity and justice?
- What are the ethical and practical implications of affirmative action in addressing historical inequalities and promoting diversity and inclusion?

Acquisition

Students will know . . .

- the connection between literacy and social action.
- the correlation between poverty and prison.
- barriers to changing approaches in school discipline.
- the role the School-to-Prison Pipeline (STPP) plays in K-12 education.
- how the STPP affects students and the underlying institutional policies that continue to perpetuate this pipeline.

Students will be skilled at . . .

- compiling and publishing a showcase of artwork and nonfiction writing.
- sharing their experiences and supporting their claims with valid and reliable evidence.
- interpreting differences respectfully and productively.

STAGE II Assessment Evidence

Practices	Assessments
<ul style="list-style-type: none">• Jigsaw Activity: students become experts in the history, culture, and present state of HBCUs. Students will facilitate small group discussions based on their own inquiry-based research.• Weekly Reflections: at the end of each week, students can choose one of the questions below to demonstrate their understanding of major concepts in the unit:<ul style="list-style-type: none">○ What new information did I learn this week, and how did it challenge my thinking?○ What is one idea that I would like to learn more about and why?○ What did I learn about myself this week?○ What is one belief I held that has changed, and why?	<ul style="list-style-type: none">• Community Newsletter: students compile and publish a showcase of artwork and nonfiction writing addressing issues found in the central theme. The result is a creative representation of student learning, opinions, and ideas. (This can be something that is involved with Multi-cultural Day at Northern schedule dependent.)• Case Studies Presentations: in small groups, students investigate “turn around” schools with successful graduation and college enrollment rates.• Media comparison presentations: students select an assessment medium of their choice to present their independent research that contributes to the conversation of educational inequity among marginalized groups.

Daily Journaling/Reflections: students will use a personal journal as a means of self-reflection and tracking their personal growth throughout the course. A written record of their thoughts and feelings can help them process, prepare their thoughts for discussion or recall an experience. Journals can also be used to make note of resources, ideas or questions students are interested in pursuing further. Journals will not be reviewed or graded. Journals can be a paper notebook or a document on the computer.

Modifications

Acceleration

Stage III: Learning Plan

- Define and discuss marginalized communities paired with guided notes, clips, and guided questions ✓
- Discuss disability discrimination in the education system
- Week 1E: Discuss perceived ideologies/biases of various social identity groups (ie: ableism; ageism; sexism; racism; classism, weightism, etc.)
- Week 1F: Read and analyze “We Wear the Mask” by Paul Larence Dunbar and “The Mask” by Maya Angelou to continue the discussion on the historical perspective regarding identity
- Week 1G: Name Five Activity (students are given 60 seconds to generate a list of names for 6 diverse identity groups)
- Week 1H: Introduce the term microaggressions; watch ADL Micro-aggressions mini-lesson ✓
- Week 2A: Excerpts from Growing up Gay/Lesbian, First Person, First Peoples: Native American College Graduates Tell Their Life Stories, and Disability Visibility (Focus on experiences in school)
- Week 2B: Discuss current events of Affirmative Action (connect to banned books/literacy checks/language barriers) ✓
- Week 2C: Jigsaw Activity: HBCUs Focus on School-to-Prison Pipeline (Excerpts from The New Jim Crow)
- Week 2D: Small Group Study on school discipline
- Week 2E: “Paper City” and “13th” Film Excerpts ✓
- Week 3A: View & discuss Clip 2 - Access to Quality Education
- Week 3B: study Education Laws: Then vs. Now (Brown vs. BOE; Disability Laws/IDEA; Amistad Bill; LGBTQ Education Laws; Diversity & Inclusivity NJ Law)
- Week 3C: Film clips: “Including Samuel”
- Week 3D: “Don’t Say Gay” Bill; student activists take on 'Don’t Say Gay' bill | ABCNL
- Week 3E: Case studies on schools “doing it right” ✓
- Week 4A: Watch and Discuss Never-Before-Aired James Baldwin Interview From 1979
- Week 6A: Independent media comparison study on a text, film, art collection, etc. that we did not study in this unit [provide list of choices].
- Weeks 4-5B: Community Newsletter

Modifications

Acceleration

Diversity, Equity, & Inclusion

Students study the inequity and challenges with inclusivity within the education system.

Specific Resources for Unit

- [Power Privilege and Oppression](#)
- [Micro-aggressions mini-lesson](#)
- [What is systemic racism? - incarceration \(video clip\)](#)
- [Clip 2 - Access to Quality Education](#)
- [Simple Justice 1: A Handful of Lawyers](#)
- [Brown v. Board of Education, 1954](#)
- [Learning For Justice](#)
- [Growing Up Gay/Lesbian Anthology PDF](#)
- [Student activists take on 'Don't Say Gay' bill | ABCNL](#)
- [First Person, First Peoples](#)
- [The New Jim Crow Chapter 1](#)
- [The School-to-Prison Pipeline](#)
- [From Slavery to School Discipline](#)
- [The School-to-Prison Pipeline: Time to Shut it Down](#)
- [Bias Isn't Just A Police Problem, It's A Preschool Problem](#)
- [Supreme Court Outlaws Affirmative Action in College Admissions](#)
- [Supreme Court ruling has students questioning where to apply](#)
- [Race-Conscious Admissions is Gone. Will an End to Legacy Preferences Follow?](#)
- [TED Talk- Not Your Model Minority](#)

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

