

# Unit 03: Beyond Borders

Content Area: **Interdisciplinary**  
Course(s): **Celebrating Diversity**  
Time Period: **Marking Period 2**  
Length: **5 weeks**  
Status: **Published**

## Summary

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Students study the immigrant experience through the perspective of diverse authors from around the world. Students will participate in an array of activities that promote empathy, inclusivity, and cultural sensitivity.

## Standards

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### Priority Content Standards

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### Supplemental Content Standards

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### Interdisciplinary Connections (Standards)

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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

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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

<b>Objective (Transfer)</b>	
<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>• understand the significance of immigration to the development of their local area.</li> <li>• possess a deeper knowledge of specific ways in which immigrants participated in the development of the United States.</li> <li>• describe the historic waves of immigration to the United States, and the countries related to those waves.</li> <li>• explore the history of this nation of immigrants.</li> <li>• explain motivations and rationale for immigration to the United States.</li> <li>• provide specific examples of historic and contemporary immigrant experiences.</li> </ul>	
<b>Mastery</b>	
<p><u>Enduring Understanding</u></p> <p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• people and their cultures are diverse.</li> <li>• individual cultures bring their strengths to the global network.</li> <li>• diversity should be celebrated and recognized.</li> <li>• culture is effected by the physical world</li> </ul>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What strengths lie in diversity?</li> <li>• In what ways is the United States a “nation of immigrants”?</li> <li>• What might be some of the greatest challenges and rewards for immigrants to a new country?</li> <li>• What is the importance of recognizing and celebrating cultural diversity?</li> </ul>

<p>around you.</p> <ul style="list-style-type: none"> <li>• culture awareness may inform a person on their values, behavior, beliefs, and basic assumptions.</li> <li>• all individuals are shaped by their cultural background, which influences how we interpret the world around us.</li> </ul>	
<b>Acquisition</b>	
<p><b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>• what is culture.</li> <li>• why people move and immigrate.</li> <li>• the laws and societal roadblocks immigrants face in America.</li> <li>• that the United States is a country of immigrants.</li> <li>• how immigrant groups have contributed to the culture, language, and food of the United States.</li> </ul>	<p><b>Students will be skilled at . . .</b></p> <ul style="list-style-type: none"> <li>• researching and interpreting quantitative data</li> <li>• analyzing maps, charts, and graphs.</li> <li>• exploring online resources.</li> </ul>

## Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> <li>• <b>Becoming American Activity:</b> students reflect on and share how names reflect identity. By creating a class identity chart, they will explore both what is diverse and what is shared in their classroom community.</li> <li>• <b>US Demographics Charts:</b> Students create infographic or anchor charts on US demographics over time.</li> <li>• <b>Where I'm From poem:</b> Students will write their own poems/stories about where they are from. (This is part of the "Your Story" project)</li> <li>• <b>Growing Up Latino</b> Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Current Issues Campaign</b> (creating social media materials, posters, etc)</li> <li>• <b>Immigration Bill Research:</b> Students will research and feature an interesting immigration law from a state other than New Jersey. The assignment will be to critically evaluate the bill: Is the bill effective? Why or why not? What are the potential outcomes of the bill? How might people of varying identities be affected by this bill? What is your position on this bill, and why?</li> <li>• <b>Local Immigration History Museum:</b> students research immigrant groups from earlier eras that settled in their community or region. They create museum exhibits highlighting specific landmarks that still exist in their community or region and that were developed through immigrant labor</li> </ul>

Activity

- **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:

- - 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?

and effort.

**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**

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## **Acceleration**

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## **Stage III: Learning Plan**

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- Analyze voting demographics in the United States ✓
- Complete the WebQuest on "A Map of Diverse Cultures" ✓
- Complete webquests researching immigrants and their experience in America ✓
- Week 1A: Becoming American Activity; Exploring Names and Identities Mentor Text "My Name" by Sandra Cisneros (return to name poems from unit 1)
- Week 1B: Introduce the term immigrant
- Week 1C: NY Times Immigration Explorer - select a foreign-born group to see how they settled across the U.S.
- Week 1D: Read "A Brief History of Immigration in the United States"; Virtual Field Trip to Ellis Island
- Week 1E: Celebrating immigrants' contributions to the US. (Where did it come from? Activity)
- Week 1F: How demographics vote and feel about specific issues; LGBTQ+/race/gender ideas across cultures
- Week 3A: Immigration Bill Research
- Week 4A: Read "The hijab is not a symbol of gender oppression – but those who choose to wear it risk Islamophobia"
- Week 4B: Meet Young Immigrants - stories of real kids who have recently immigrated to the US
- Week 4C: Read "Where I'm From" by George Ella Lyon (write original poems that model Lyon's poem)
- Week 4D: Read and discuss "Fish Cheeks" by Amy Tan
- Week 4E: Small groups read different stories from "Growing Up Latino" and connect the stories to previous discussions on immigration.
- Week 5A: Current Issues Campaign ✓

## Modifications

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## Acceleration

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## Diversity, Equity, & Inclusion

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Students study the contribution of immigrants to the United States.

## Specific Resources for Unit

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- [Statistics in Schools \(US Census for demographics\)](#)
- [Religion and Identity Article](#)

- [Congress.Gov \(current legislation\)](#)
  - [Map of countries that criminalize LGBT people](#)
  - [A Brief History of Immigration in the United States](#)
  - [The hijab is not a symbol of gender oppression – but those who choose to wear it risk Islamophobia](#)
  - [How to reduce the damage done by gentrification](#)
- [Segregation Continues to be NJ's State of the State](#)

## **Technology Integration**

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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.