

High School D-ELD Project/Unit Planning Template

Unit Title with Link to Google Folder	ADD LINK
Unit Author(s)	Connie So
Course Title	Ethnic Studies ELD 3/4
Grade levels	9th-12th

Unit Description What will the unit cover? Provide a short description of themes, trajectory of project-based learning, learning goals, and outcomes.	<p>In this unit, students will reflect on the construct of gender and how it impacts expectations around gender and sexuality. This is to provide a tangible way for students to examine hegemony and counterhegemony. Students will be encouraged to challenge and interrogate constructs and expectations of gender norms through self-reflection and play, with a final project where students will create an outfit that exemplifies ideas of counterhegemony and showcase their work in a drag show.</p> <p>Students will continue developing their skills around CEA, making claims about their initial belief about gender and sexuality with evidence from experiences and what they've observed and analyzing how that has impacted their own gender identity. They will write another essay after the unit to discuss whether their perceptions of gender and sexuality changed or remained the same.</p>
Enduring Understandings	<ol style="list-style-type: none"> 1. Hegemony can be established, and maintained, through systems. 2. Critical examination of the social constructs of race and gender can lead to exposing the underlying system(s) that created the concept of race and gender and the practice of racism and sexism. 3. Institutions of power can be the vehicle for hegemonic ideas. 4. Hegemony works through systems of oppression and institutions of power and can shape and reinforce stereotypes. 5. Oppressive outcomes for marginalized communities resulting from current institutions of power can be analyzed, critiqued and challenged.

<p>The Essential and Guiding Question(s)</p> <p>The essential and guiding questions should be an authentic, deep question students will grapple with throughout the unit. The questions should humanize and build on students' assets. They should be open-ended questions that provide focus and engage students</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • Who and/or what institutions of power and systems create, impose and maintain the dominant perspective in the United States? • How have individuals, institutions of power and systems sought to direct society to maintain norms and status quo? • How do hegemonic ideas empower or disempower groups within society? <ul style="list-style-type: none"> ○ Who creates it? ○ Who enforces it? ○ How do we resist? <p>Guiding Questions</p> <ul style="list-style-type: none"> • What rules do we follow without question? • What associations do we make with specific identities? • What happens when we don't meet societal expectations? • HOPE: How do we challenge social norms? What type of freedoms and rights will this provide for people?
<p>Final Project/ Assessment:</p> <p>What should learners know and be able to do and produce by the end of the unit?</p> <p>Summative: How will you assess what students have learned and are able to do at the end of the unit?</p> <ul style="list-style-type: none"> • Polished - Assignments where students have been supported and have had multiple opportunities to revise. • On-Demand Performance Task: How students can use language independently in an unrehearsed, spontaneous fashion. 	<p>In this final assessment, "Drag in a Bag", students explore the concept of gender as a social construct. This activity encourages participants to critically examine and challenge traditional notions of gender roles and heteronormativity. In this activity, students will work in teams to create a drag outfit using materials provided in a bag. Drag as an art form offers a unique lens to deconstruct societal expectations surrounding gender and identity.</p> <p>By actively participating in the process of designing and assembling a drag outfit, students are encouraged to think beyond conventional gender norms and explore different facets of self-expression. The activity "Drag in a Bag" serves as a platform for students to develop critical thinking skills, empathy, and understanding of diverse identities. It encourages them to question and analyze the influence of social constructs on individual experiences, promoting a more inclusive and accepting environment for all.</p>
<p>Rubric or Criteria for Final Project/Assessment</p>	

<p>Content Standards/Objectives</p> <p>Alignment with ELA Spirals</p> <p>Scope and Sequence for Middle and High School D-ELD</p>	<p>3.1. Students will engage in humanizing others through recognizing how parts of their identity connect with other people as an act of counter-hegemony (disrupting hegemonic beliefs)</p> <p>3.2. Students will be able to identify hegemonic beliefs and the impact it has in their personal lives/community in the areas of gender, class, race, sexuality, ability, and how some individuals will experience multiple forms of oppression (intersectionality)</p> <p>3.3. Students will critique how stereotypes/implicit bias play a role in how we view the world and our influence our interactions with one another</p>
<p>Anchor Text(s)</p> <p>Identify the text(s) students will be engaging with to complete the work of this project. What materials will they need to read, view or listen to do this task? (Text is defined broadly as literary and, informational texts, digital images, pictures, film, etc.) Please add links to texts available online.</p>	<p>“All Boys Aren’t Blue” by George M. Johnson</p> <p>Additional Resources:</p> <p>A Map of Gender-Diverse Cultures</p> <p>Amend: The Fight for America</p> <p>Exploring Socialization: Adult work - unpacking our own cycle of socialization</p> <p>Ledgers of Harm</p>
<p>Academic Vocabulary: What vocabulary will be highlighted in the unit?</p> <p>Tier 1: basic everyday vocabulary (emerging level ELs will need this), coat, friend, happy</p> <p>Tier 2: high frequency academic vocabulary - words that cross content <i>like “examine”</i></p> <p>Tier 3: content-specific words <i>like hyperbole, photosynthesis</i></p>	<p>Influence</p> <p>Norm</p> <p>Idea</p> <p>Expectation</p> <p>Values</p> <p>Behavior</p> <p>Thinking</p> <p>Systems (review from unit 2)</p> <p>Dominant (review from unit 1)</p> <p>Benefit (review from unit 1)</p> <p>Exploit</p> <p>Hegemony</p> <p>Counter-Hegemony</p>

	<p>Stereotypes (review from Unit 1)</p> <p>Bias (review from Unit 1)</p>
--	--

Weekly Lesson Plan Overview

Week + Themes	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p><u>What Influences Us</u> (Slide Deck)</p> <p>Students will examine different ways in which beliefs about gender and sexuality are influenced by school, social media, family, friends, etc.</p>	<ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ Men v Women in history <u>“Who Runs the World?”</u> <ul style="list-style-type: none"> ➤ Teacher-led activity: Photoshopped images of female leaders ➤ Model: combining sentences and subordinating conjunctions <u>“Run Like a Girl”</u> <ul style="list-style-type: none"> ➤ <u>Video</u> examining negative connotations behind phrase “run like a girl” 	<ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ Screen time on phones <u>Gender</u> <ul style="list-style-type: none"> ➤ Define gender and gender binary <u>The Social Dilemma</u> <ul style="list-style-type: none"> ➤ Clip from documentary “social dilemma” examining impact of social media on teens ➤ Identify claims made in the documentary 	<ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ Translate pronouns to native language <u>WTF is Gender</u> <ul style="list-style-type: none"> ➤ Define transgender and <u>video</u> exploring gender <u>The Gender Unicorn</u> <ul style="list-style-type: none"> ➤ Breaking down the different parts of our gender, sexuality, and expression ➤ <u>Gender Unicorn Handout</u> 	<ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ Nuanced greetings (“what’s up”) <u>Language Investigation Activity (Part A)</u> <ul style="list-style-type: none"> ➤ Research words centered around sexuality and gender in various languages ➤ <u>Language Investigation Word List</u> ➤ <u>Language Investigation and Notes Sheet</u> <ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ See, Think, Wonder: Julio Salgado <u>Language Investigation Activity (Part B)</u> 	<ol style="list-style-type: none"> <u>Warm-Up</u> <ul style="list-style-type: none"> ➤ Social-emotional awareness: mentally prepare for presentation <u>Presentations</u> <ul style="list-style-type: none"> ➤ Expectations ➤ <u>One-point rubric</u> ➤ <u>Presentation Notes and Reflection</u> <u>Reflection</u> <ul style="list-style-type: none"> ➤ <u>Presentation Notes and Reflection</u>

				<ul style="list-style-type: none"> ➤ Word art created from research ➤ Student examples 	
Language Objective	I will be able to combine sentences using however, because, even though to explain how gender roles impact my experiences.	I will be able to identify a claim made in the documentary, “the Social Dilemma” and discuss which evidence best supports that claim using conversation moves (ex. sentence starters “this shows that...”).	I will be able to apply new vocabulary I learn about gender in a written sentence by answering questions from the Gender Unicorn reflection.	I will be able to research the origin of a word from the internet using guided questions.	I will be able to present and explain the origin and history of the word I researched using the word art I created.
Week 2 <u>Perceptions and Expectations on Gender</u> (Slide Deck) Students will engage in a series of activities that examine who has influenced our perception and expectations around gender roles, ending with a self-reflection about their own gender identity.	1. <u>Warm-Up</u> ➤ Examining language: handsome v pretty 2. <u>Gender Role: Word Association</u> ➤ Game examining gender bias (male v female traits) 3. <u>Give One, Get One</u> ➤ <u>Video</u> on gender role	1. <u>Warm-Up: Masculine v Feminine</u> ➤ Class generated list of acceptable masculine and feminine traits 2. <u>Expectations and Consequences</u> ➤ Group activity examining advantages/disadvantages of following gender norms ➤ Examine	1. <u>Warm-Up</u> ➤ Use of culture specific language: “hella” 2. <u>Honeychild: Annotate Text</u> ➤ Introduce text and have students read <u>author's note</u> ➤ Introduce <u>reading annotation guide</u> ➤ <u>Chapter 3: Honeychild</u> ➤ End of chapter	1. <u>Warm-Up</u> ➤ Speaking goal 2. <u>Save the Last Word: Honeychild</u> ➤ Academic discussion activity ➤ <u>Save the Last Word Template</u>	1. <u>Warm-Up</u> ➤ Students generate list of words to describe themselves 2. <u>Gender Expectations: Self Reflection</u> ➤ <u>Self reflection on gender: expectations and influence</u>

	<p>assumptions</p> <p>➤ Give One, Get One Note-taker Template</p>	<p>consequences of pushing against norms</p> <p>3. Conjunctions</p> <p>➤ Using ideas generated from the previous activity, students will create complex sentences that show compare and contrasting ideas using subordinating conjunctions</p> <p>➤ Subordinating conjunction sheet for each group</p>	<p>reflection (page 2 of reading guide)</p> <p>➤ Video of full book reading</p>		
Language Objective	I will be able to write descriptive sentences about my partner's ideas using a graphic organizer in the speaking activity give one, get one.	I will be able to write complex sentences about gender roles and expectations using subordinating conjunctions that compare and contrast and show cause and effect from a word bank.	I will be able to question, connect, summarize, reflect, and apply concepts to the chapter "Honeychild" from the book "All Boys Aren't Blue" using guided questions.	I will be able to build on my partner's ideas about the text "Honeychild" by using guided questions and a "Save the Last Word" notetaker.	I will be able to write a paragraph about my personal experiences with gender expectations using guided questions.

Week 3

Perceptions and Expectations on Sexuality (slide deck)

Students will engage in a series of activities that examine who has influenced our perception and expectations around sexuality, ending with a self-reflection about their own sexual identity.

1. Warm-Up

- Practice subordinating conjunction: however

2. Sexual Identities

- Define heteronormativity
- Short overview of different sexual identity: LGBTQQIP2S AA+

3. First Impressions: Mirror Dyad

- First Impressions of LGBTQ People: individual reflection
- Students will engage in a speaking activity: mirror dyad handout

2-3 prominent figures in civil rights

1. Warm-Up

- Identifying assumptions about sexual orientation based on appearance

2. Guess Who...is Straight

- ~~Group activity~~ interrogating straightness: students identify who they assume to be heterosexual and give justification
- slide deck

3. Debrief

- Class discussion

OPTIONAL: Interrogating Straightness

- Teacher led activity intended for educators who identify as heterosexual to come out to students
- Debrief response to

1. Warm-Up

- See, Think, Wonder: Lil Nas X video

2. F*** Play Football Too: Annotate Text

- Address use of derogatory language used in text (f-word)
- Chapter 4: F*** Play Football Too
- End of chapter reflection (page 2 of reading guide)
-

1. Warm-Up

- Speaking goal

2. General v Specific

- Overview of WIT strategy
- graphic organizer

3. Pro/Con: F*** Play Football Too

- Speaking activity pro/con listing advantages and consequences of the choices author makes
- pro/con note-taker
- pro/con script

1. Warm-Up

- Sentence boundaries

2. Self Reflection on Sexuality

- Self-reflection on sexuality: expectations and consequences

	<div>movement</div> <div>-how they resisted that perception?</div> <div>-cleeve: we don't have to follow heteronormativity or religious beliefs</div> <div>-Roma: equal rights for women, legacy womens building in Mission - cultural and systems</div>	<div>interrogate</div> <div>heterosexuality</div>			
Language Objective	I will be able to talk about my first impressions with LGBTQ people and identity using a script in a mirror dyad.	I will be able to write complex sentences about assumptions we hold around sexuality using a sentence starter.	I will be able to question, connect, summarize, reflect, and apply concepts to the chapter "F*** Play Football Too" from the book "All Boys Aren't Blue" using guided questions.	I will be able to speak about the pros and cons of pushing against gender expectations with my partner using a script.	I will be able to write a paragraph about my personal experiences with expectations about my sexuality using guided questions.
Week 4					
Systems	<div>1. Warm Up</div> <div>2. Gender Wage Gap</div>	<div>1. Checklist: LGBTQ+ Support</div>	<div>1. Warm-Up</div>	<div>1. Warm-Up</div> <div>2. G</div>	<div>1. Warm-Up</div> <div>2. Self Reflection</div>
-culture					
-economic					
-political					

-access to medical treatment -removal of children from families and homes	3. Evidence and Analysis: Division of Labor	2. Trevor Project Video: Learn With Love 3. Paragraph: using sequence connectives	2. Transgender US Survey 2015	3. Pr	
Language Objective <ul style="list-style-type: none"> • <i>Evidence and analysis</i> • <i>Verbs in past tense</i> • <i>Sequential connectives (e.g. first, next, finally, before, after, later, last, then, etc.)</i> 	I will be able to support a claim with evidence from graphs about the gender wage gap. I will be able to write statements about the graph using compare and contrast transition words from a list.	I will be able to write a paragraph to show how someone's experience can change over time using sequence connectives from a word bank.			
Week 5 Conformity and Acts of Resistance <ul style="list-style-type: none"> • 					
Language Objective <ul style="list-style-type: none"> • <i>Counterclaims</i> • <i>Simultaneous connectives</i> 					

(e.g., as, at the same time as, meanwhile, in the meantime, while, during, etc.)					
Week 6 Community and Solidarity					
Language Objective <i>Parallel revision</i>					
Week 7 Drag Show	-anticipation guide for groups -have students investigate on their own about their comfort level -what does participating in this take away from you? -would you be comfortable putting on a wig? A Boa?				

Language Objective <i>Presentation and speaking skill</i>					
Week 8 Final Assessment					
Language Objective <i>Essay: Revising and adding to initial reflection</i>					

Reflections of Unit Developer

Humanizing Approach Reflection: <ul style="list-style-type: none">• How has this unit supported a healing-centered approach and focused on relationship and community-building among students and between student and teacher? Get to know one another as humans and build the foundation for trusting learning partnerships?• How has this unit provided opportunities for students to examine, explain, and interpret the world from their own perspectives?• How has this unit provided students with opportunities to reflect on their responsibilities to themselves, their communities, and the world?	
Guiding Anti-Racist Mindset: <ul style="list-style-type: none">• How will I lift up the brilliance and assets of each and every student and build on their strengths throughout the unit plan?• What structures and systems are in place that perpetuate racial inequities in school and/or in my discipline, and how will I work to challenge and dismantle these structures and systems?	
Strengths <p>What are some strengths of the unit/project you've designed?</p>	
Challenges <p>What are some potential challenges you see coming up in implementing this project or for others implementing this unit/project?</p>	

Link for others to reflect on the implementation of the unit:	Sample Reflection (Make a copy of this google form to include in your unit.)
Feedback from Educators What have educators shared about this unit. Link to any comments/feedback or adaptations	<div> <input checked="" type="checkbox"/> Before reading “Not all boys are blue”, share the forward by the author where they address the slurs </div> <div> <input checked="" type="checkbox"/> Video of full reading: “All Boys Aren't Blue” </div> <div> <input type="checkbox"/> Add in information that this is a banned book: NPR article <div> <input type="checkbox"/> After article and authors note, students reflect about why LGBTQ+ stories would be banned. How does it serve to support hegemonic ideas about gender and sexual identity? </div> </div> <div> <input type="checkbox"/> First Impressions questions: be more inclusive with the questions </div> <div> <input type="checkbox"/> Dyad: discourse routine should not belong after the first impressions </div> <div> <input type="checkbox"/> Week 1: what are all the ways you understand gender? </div> <div> <input type="checkbox"/> Self reflection: if you are not queer and out, if you are queer and out, answer the question </div> <div> <input type="checkbox"/> Expectations: Who am I expected to be attracted to because of my gender? </div> <div> <input type="checkbox"/> Consequences: </div> <div> <p><u>If you are not queer or not out:</u> What would happen if I was attracted to the same gender?</p> <p><u>If you are queer and out:</u> have you experienced any consequences to telling anyone? Please give 1-2 examples.</p> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> At the end of the week, students should be revisiting the essential questions for the unit and trying to answer them: ALL UNITS </div> <div> <input type="checkbox"/> History of LGBTQ Criminalization (Timeline): https://www.humandignitytrust.org/lgbt-the-law/a-history-of-criminalisation/ </div> <div> <input type="checkbox"/> </div> </div>

Taica	
<input type="checkbox"/> Organization and flow <input type="checkbox"/> Reflection questions: change to be more inclusive <input type="checkbox"/> Mirror dyad → change to be less invasive	<ul style="list-style-type: none"> • Start with pride, resistance, and joy: where did it come out of? • Add historical context throughout: start with hegemony

<ul style="list-style-type: none"> <input type="checkbox"/> Interrogation → change to have students interrogate straightness and heteronormativity <input type="checkbox"/> Guess who is straight → problematic? 	<p>and textbook and timeline</p> <ul style="list-style-type: none"> • Guess who is straight → no, too personal and targeted • What are stereotypes of cismen and ciswomen? • Videos of trans people discuss how they navigate their culture and identity (intersectionality) • Interrogating Straightness: take it out <ul style="list-style-type: none"> ◦ What is your gender identity journey? What is your sexuality identity journey? • How do you perform gender? • Advantage and consequence can be discussed during systems • How is thinking about gender and sexual identity linked by students? • Systems: who is in power? What days are celebrated? Who do you celebrate and recognize? <ul style="list-style-type: none"> ◦ How do we feel about the lack of representation? ◦ Build solidarity: which other groups are also not represented? ◦ USE THIS FOR MIRROR DYAD
--	--

Lillian	
<ul style="list-style-type: none"> <input type="checkbox"/> Organization and flow <input type="checkbox"/> Reflection questions: change to be more inclusive <input type="checkbox"/> Mirror dyad → change to be less invasive <input type="checkbox"/> Interrogation → change to have students interrogate straightness and heteronormativity <input type="checkbox"/> Guess who is straight → problematic? 	<p>-instead of a drag show, come up with categories instead</p> <p>-first two episode of “pose”: how are houses built, what were they trying to recreate among the families</p> <p>-”when we rise” - first two episodes, parallel histories, Black people were essential in the queer movement, cleve jones, mama jose, couldn’t get into the Castro, had to go to the TL, fight against homophobia overlaps with fight against racism</p> <p>-Examine resistance</p> <p>-how do you present? What assumptions are made about you?</p> <p>-what does drag mean to you? Looking at how drag saved their life</p> <p>“We’re here” - HBO</p>