



Verona Public Schools UbD Unit Plan Template

Course Title / Subject: **Advisory – Grade 5**

Unit Title / Topic: **Diversity and Tolerance**

Instructor: **Warshaw/Peim**

STAGE 1: IDENTIFY DESIRED RESULTS

NJCCCS/Unit Goals:

9.2.8.A-4 Critical Thinking

4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.

Transfer Goals:

- Students will understand that everyone is unique in his or her own way.

Enduring Understandings

Students will understand that:

- All students will demonstrate self management skills.
- All students will increase their awareness of others.

Essential Questions

- Why is the study of diversity and tolerance important?

Knowledge

Students will know:

- **The definition diversity.**
- **The definition tolerance.**

Skills

Students will be able to:

- **Define Culture**
- **Define stereotyping, prejudice, and discrimination and give examples.**
- **Define Culture and list key elements of culture.**

Key Terms

Diversity/Tolerance, Stereotyping, Prejudice/Culture

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

(utilizing G.R.A.S.P.S. toolkit)

Performance Assessment(s)

Students will recount a situation that led to them learning and accepting a cultural tradition different from their own.

Goal: The student will develop a deeper understanding of stereotyping.

Role: The student will be the author of the story.

Audience: The student will present the story to the rest of the students and the teacher.

Situation: This activity will increase the student's sensitivity to diversity and tolerance.

Performance: The student will present their story to the class and teacher.

Standard: After the presentation, the teacher will lead a classroom discussion about the story.

Classroom Assessments / Other Evidence (quizzes, tests, self-assessments, labs)

Classroom Discussion, Worksheets.

STAGE 3: ACTIVITIES TO FOSTER LEARNING

(utilizing W.H.E.R.E.T.O.)

Lecture, Project Group Work, Discussion, Independent Work and Role Play