

**Newburgh Teacher Center**  
**In-service Course Proposal**  
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**Return by March 2, 2009**

Title:	Gangs in the Classroom		
Curriculum Area:	Classroom management, content knowledge, instructional delivery, student development, reflective and responsive practices		
Learning Standards:			
Presenter(s):	Abdullah N. Rahaman II, MSW and Guest Speakers	Email:	<a href="mailto:arahamanii@hotmail.com">arahamanii@hotmail.com</a> <a href="mailto:arahaman@newburgh.k12.ny.us">arahaman@newburgh.k12.ny.us</a>
Dates:	Thursdays: 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19		
Time:	4:15 – 7:15 PM		
Location:	THA – Rm TBD		
Credit(s):	2		
Hours:	30 hrs.		
Target Audience:	Secondary Teachers		
Course Description:	<p>This course will educate teachers about gangs in the Newburgh School District and the history of gangs in the United States. During the course teachers will gain knowledge about the various issues faced by gang youth and the correlation between teacher and student perceptions about the education process and the barriers created by individual distortions.</p> <p>The theoretical perspectives that will be addressed during this class are:</p> <ul style="list-style-type: none"> <li>• Systems theory</li> <li>• Social Exchange</li> <li>• Social Learning</li> <li>• Strengths Perspective</li> <li>• Empowerment Theory</li> <li>• Rational Emotive Therapy (Cognitive Behavioral Therapy)</li> </ul>		
Course Requirements:	Didactic Group introspection- self discovery Role Playing, Movies, Music Oral Presentations-Group and Individual Empathic reasoning- Maslow’s Hierarchy and decision making Class participation		
Maximum Enrollment:	24		

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*Credit and permission granted by Jay McTighe – Ubd*

**Name of In-service Proposal: Gangs in the Classroom**

**Name of Instructor(s): Abdullah N. Rahaman II, MSW**

**Desired Results**

**Goal(s): To assist teachers in removing barriers to communication and reinvest gang youth in the learning process, subsequently increasing student achievement and decreasing negative classroom behavior.**

**Understanding(s):**

Gang awareness

Time on Task

Bias awareness

Empathic reasoning

**Essential Question(s):**

Why do you think students join gangs?

How do you Identify a gang member?

How are gang members different from other students?

What are the differences between local, national and international gang members?

Is gang membership a crime?

What is your classroom management style?

What is your attitude toward students who have been identified as gang members?

What are your moral issues with gang members?

Do self-esteem, fear, feelings of inadequacy, and disenfranchisement play a role in your classroom?

How does Maslow’s Hierarchy play out in the classroom, as it pertains to gang youth?

**Knowledge/Skills:** *Knowledge includes History of Gangs in the US, social work theories such as: Communication Theory, Systems theory, Social Exchange, Social Learning, Strengths Perspective, Empowerment Theory, Rational Emotive Therapy (Cognitive Behavioral Therapy) and Bias awareness*

**Assessment Evidence**

**Direct Evidence:**

*Formal and informal observation*

*Use of Quizzes*

*Demonstrated use of self introspection*

**Learning Plan**

**Learning Activities:**

*Didactic Group introspection- self discovery Role Playing, Movies, Music*

*Oral Presentations-Group and Individual*

*Empathic reasoning- Maslow’s Hierarchy and decision making*