



{C Layer assignments} **Learning Activities:** grading on the following:
 Close reading articles, text excerpts , dialectal style responses
 Choosing quotes & discussing each quote [annotating]
 Generating questions for small group {using SRI Protocols} and whole class discussions
 Writing assignments
Formative assessments: Using texts for discussion protocols and dialectal journals [Writing];
 writing tasks

September	October	November	December
<p>Week 1/Unit 1: Building classroom norms and expectations. Introduction to Participation In government. EQ: <i>What makes for a healthy classroom community?</i> “I can make a list of what it means to be positive student in a safe classroom” Texts: Class Syllabus Day 1 survey & excerpt of an article</p> <p>Week 2& 3 Unit 2: Influences of our Identity EQ: How is identity formed? EQ: How does your identity affect your desire and ability to make change? “I can explain the concept of identity” “I can identify the factors which contribute to creating one’s one identity”</p> <p>Resources: Facing History & Ourselves readings on identity Barack Obama <i>Dreams of My Father</i> {Chapter 1} <i>The Other Wes Moore</i> {Introduction & Chapter1-2 pgs:xi -45 EQ: How is identity formed?</p> <p>Common Core Standards: Reading: RH.11-12.1,2,3,4 Writing: WHST.11-12.10 Speaking: SL.11-12:1: a, b,c,d,e; 2, 3, 4,5,6</p> <p>Summative Assessment: Who Am I essay</p> <p>Common Core Standards: Writing :Production and Distribution of Writing: [WHST.11-12.4,5,6 TYPES of writing [WHST.11-12. 1a,b,c,d,e]</p> <p>Unit: Race, Class & Gender EQ: <i>How do race and ethnicity shape your identity?</i> EQ: <i>How does race intersect with gender and class in America?</i> “I can analyze, read interpret and discuss how various experiences influence race, class, gender and identity”</p>	<p>Unit: Introduction to Democracy EQ: <i>How do the choices people make, individually and collectively, shape a society?</i> EQ: <i>What is the responsibility of the government?</i></p> <p>“I can read, analyze, interpret and discuss how the choices people make individually & collectively shape our society”</p> <p>Using Facing History Resources: “Choices In Little Rock” [resource] and THE ROAD to <i>Brown v. the Board Of Ed.</i></p> <p>Summative assessment: Use the following questions to write an essay Question: What motivated people in the past to think and act in the ways they did? Question: How much power do young people have to change the world? In the case study of the desegregation of Central High School in Little Rock, Arkansas, young people proved they had as much power as the president of the United States. Support, refute, or modify this statement, drawing on evidence from your study of the desegregation of Central High School.</p> <p>Unit: Voting In America EQ: <i>Who can vote?</i> EQ: <i>How can you use your voice to influence the government?</i></p> <p>“I can read, analyze and discuss issues surrounding voting rights” “I can assess and debate who gets to vote” I can investigate ways to use my voice to increase voting awareness” -History of voting *Women & the right to vote *People of color & the right to vote</p> <p>Summative Assessment: a letter to yourself when you turn 18 years old. Your personal voting profile must answer the following questions: Is voting a right, an opportunity, a privilege, and/or an obligation? • Why did marchers in</p>	<p>Unit: Law & Justice In America EQ: <i>How is “the law” decided?</i> <i>Who has the power to decide?</i> EQ: <i>What are your rights? Who decides and how?</i> “I can critique, analyze and discuss rights, laws and power dynamic is translated into our society”</p> <p>Summative Assessment: Is stop-and-frisk good policing? Does it reduce crime? Does it violate people’s civil rights? Does it erode community trust in the police? Defend your stance in a argumentative essay or newspaper editorial.</p> <p>OR writing & mailing a letter to a political leader answering the following questions: Are high incarceration rates making our communities safer? Are long prison terms the most effective approach to preventing crime? Are prisons cost-effective? [Layer A]</p> <p>Unit: Democratic Institutions EQ: <i>What are the rights and responsibilities of the media and its consumers?</i> EQ: <i>How can individuals and groups in a democracy organize to correct injustices?</i> “I can critique through discussion of how individuals and groups organize to correct injustices” “I can read interpret analyze and discuss various texts “</p> <p>Resources: FHAO Facing Ferguson [social media]</p> <p>Common Core Standards: Reading: RH.11-12.1,2,3,4 Speaking: SL.11-12:1: a, b,c,d,e; 2, 3, 4,5,6 Writing: WHST.11-12.4,5,6,7, 8, 9,10</p>	<p>Unit: Immigration EQ: <i>what are the different reasons immigrants come to the United States?</i> EQ: <i>What challenges do immigrants face in the United States?</i> “I can read, analyze, interpret and discuss the challenges immigrants face in currently in America”</p> <p>Resources: History of US Immigration laws & policy</p> <p>Common Core Standards: Reading: RH.11-12.1,2,3,4 Writing: WHST.11-12.10 Speaking: SL.11-12:1: a, b,c,d,e; 2, 3, 4,5,6</p> <p>Summative assessment [due date TBA] Interview someone who came from another country to the United States</p> <p>Common Core Standards: Writing: WHST.11-12.4,5,6,7,8,9,10 Speaking: SL.11-12:1: a, b,c,d,e; 2, 3, 4,5,6</p> <p>Unit Choosing to Participate EQ: <i>How will you choose to participate? {In relation to your specific social awareness issue}</i> EQ: <i>How do you create change in this world?</i> “I can gather research from reliable annotated & interpreted each primary & secondary sources using quotes to write my own arguable social justice issue / social awareness issue paper”</p> <p>“I can write my own arguable and concise thesis based on my chosen researched social justice</p>

<p>Resources: Race & Gender: Zora Neale Hurston "How it feels to be Colored" Race: Ronald Takaki "A different Mirror" Reading: "Race, Class and Hip Hop" Race & Gender: Article: https://spinditty.com/genres/Hip-Hops-Influence-on-America Race: Article: "To the Break of Dawn" Race: The Troubled History of Voting Rights in America- A brief overview voting rights in America Analyzing Amendments that give blacks the rights to vote 13th Amendment ended Slavery 14th Amendment- grants citizenship to all former slaves 15th Amendment right to vote</p> <p>Summative Assessment Writing and Presentation (speeches) You will discuss & answer the EQ: How does race intersect with gender and class in America? At least a few of the related questions from below in your speech to the class: Does every person have an equal chance to be successful in America? What prevents some from achieving the American Dream? How does race and gender get factored into economics of America? What is the gender gap?</p>	<p>1965 care so much about having the opportunity to vote? Do you share their sentiments? Why or why not? Compare your own thoughts about voting to theirs. What influenced their opinions about voting? What has influenced yours? • How will your ideas about voting inform your actions? What next steps do you plan on taking? Will you register to vote? Will you talk to others about voting? Why or why not?</p> <p>Common Core Standards: Reading: RH.11-12.1,2,3,4 Writing: WHST.11-12. 4,5,6,7, 8,9,10 Speaking: SL.11-12:1: a, b,c,d,e; 2, 3, 4,5,6</p>	<p>Summative assessment: Give a speech one of the following debatable topics: -Should the police have the right to check the legal status of any person on a street? -Should all police officers wear body cameras? -How important is it to have equal representation of races in the police office? Or write an argumentative essay OR a newspaper editorial: Summative Assessment: Is stop-and-frisk good policing? Does it reduce crime? Does it violate people's civil rights? Does it erode community trust in the police? Defend your stance in a argumentative essay or newspaper editorial.</p>	<p>issue/ social awareness issue paper"</p> <p>Summative Assessment: Choosing to Participate Research Paper 4 pages minimum</p>
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