

**Semester Theme: Civil Liberties & Civil Rights**

"Be the change that you wish to see in the world."

Mahatma Gandhi

**Essential Questions:**

- What is the responsibility of the government?
- What is the role of citizens in that government?
- How will you choose to participate? {In relation to your specific social awareness issue}

{C Layer assignments} **Learning Activities:** grading on the following:

Close reading articles, text excerpts, dialectal style responses

Choosing quotes &amp; discussing each quote [annotating]; writing assignments

**Formative assessments:** Using texts for discussion protocols and dialectal journals [Writing]; Writing assignments

September	October	November	December
<p><b>Week 1/Unit 1: Building classroom norms and expectations.</b> 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" <b>Texts:</b> Class Syllabus Day 1 survey &amp; excerpt of an article</p> <p><b>Week 2&amp; 3</b> <b>Unit 2: Introduction to Democracy</b> EQ: <b>What is the purpose of the government?</b> <b>-What are the basics that a government provides for its people?</b> How is the government organized in the US? Types of Government  "I can evaluate and discuss my opinion on what is the purpose of government"</p> <p><b>Resources:</b> Class notes The Bill of Rights The Consitution  <b>Summative assessment:</b></p> <p><b>Essay Prompt: #1 The 9th and 10th amendment to The Constitution reserve rights not granted to the Federal Government for the people. In what ways have the rights reserved for the people changed over time?</b></p>	<p><b>Unit: Voting In America</b> EQ: <i>Who can vote?</i> EQ: <i>How can you use your voice to influence the government?</i>  "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" <b>Resources:</b> • Voting Rights Act -History of voting *Women &amp; the right to vote *People of color &amp; the right to vote <b>Reconstruction Era</b> analyze photos [voting] <b>Freedom Fighters</b> [Use photos &amp; short excerpts] registering of blacks throughout the South Resource: <a href="http://facingtoday.facinghistory.org/how-can-music-inspire-social-change">http://facingtoday.facinghistory.org/how-can-music-inspire-social-change</a></p> <p><b>Students to contemplate the role of music as a social change agent.</b></p> <p><b>Summative Assessment:</b> Create a <b>Vlog</b> [video blog] answering these questions. You can use music, historical examples. It should not be more than 5 minutes. How does music impact the way people think and act?</p> <ul style="list-style-type: none"> <li>How can music encourage people to participate in their community, their nation, and the world?</li> <li>What role can music play in a movement for social change?</li> </ul>	<p><b>Unit: Immigration</b> 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><b>Resources: History of US Immigration laws &amp; policy</b> -"Living Undocumented" <a href="https://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/?mcubz=2">https://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/?mcubz=2</a> <b>Teaching with the News: President Trump executive order [immigration ban]</b>  <a href="http://choices.edu/resources/current.php">http://choices.edu/resources/current.php</a> Immigrants Rights &amp; immigration policies -Laws changing for undocumented individuals Deportation using <i>Enrique's Journey</i> -How did you get here? -What happened when you got here? [use articles from Facing History resources]</p> <p><b>Summative assessment</b> Write a position paper [around what is happening currently with DACA]</p> <p><b>Common Core Standards:</b></p>	<p><b>Unit Choosing to Participate:</b> EQ: <i>How can you create change in your community?</i> EQ: <i>How can individuals and groups act to change society?</i> EQ: <i>What change can individuals make?</i> <b>Resources:</b> <i>Hearts on Fire</i> book Facing History &amp; Ourselves: Choosing To Participate Book Class Activities: Use SRI "Save the Last Word" protocol class discussion</p> <p><b>Unit Choosing to Participate</b> 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 relatable annotated &amp; interpreted each primary &amp; secondary sources using quotes to write my own arguable social justice issue / social awareness issue paper"  "I can write my own arguable and concise thesis based on my chosen researched social justice issue/ social awareness issue paper"  <b>Outline your Social Awareness issue paper:</b> *Explain the historical impact of your issue</p>

<p><b>#2 Is a government responsible for it's citizens, or are citizens responsible for their government? Use at least 2 historical examples and 2 current examples in your response</b></p> <p><u>Student Rights &amp; Civil Liberties Unit</u></p> <p>Essential Question: <b>How are your rights defined and protected under the Constitution?</b></p> <p><b>Students will be able to:</b>  <b>Analyze Supreme Court rulings on cases centered on the Bill of Rights</b></p> <ul style="list-style-type: none"> <li>I can identify, analyze and discuss student rights protected under the Constitution</li> <li>I can evaluate and discuss major Supreme Court student rights cases</li> </ul> <p><b>Resources:</b>  Supreme Court Cases: <b>HAZELWOOD V. KUHLMIEER [Freedom of speech]</b>  NJ v. TLO case [4<sup>th</sup> amendment &amp; students search &amp; seizure]  Bethel School District No. 403 v. Fraser, 1986 [freedom of speech, students]  Tinker vs. Des Moines [freedom of speech &amp; students]</p> <p><b>Summative Assessment:</b> In class Student Rights Essay</p> <p><b>Common Core Standards:</b>  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>Are there contemporary examples of music addressing a social issue?</p> <p><b>Common Core Standards:</b>  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><b>UNIT: The government &amp; its people</b>  Overall EQ: For whom is the government responsible for?  Society &amp; the government [Examining issues of housing]</p> <p>EQ: what is the history of US government policy regarding housing?  *What types of housing discrimination existed in the past and exist today?  *Should the government intervene in the process of gentrification?</p> <p><b>Resources:</b>  Articles- changing look of many NYC neighborhoods  Fair Housing Act of 1968  Policies towards owning homes  Historical Banking practices [people of color having difficulties owning property]  Historical discriminatory practices of Housing in NY [preventing people of color from moving into certain neighborhoods]  How it shaped neighborhood demographics</p> <p>Use play "A Raisin in the Sun" to help inform understanding of issues regarding race, wealth, and housing? What obstacle does the Younger family face in their struggle "to make it in this country?"  To what extent are these obstacles the result of individual choices, and to what extent are they caused by larger social or economic forces?</p> <p><b>Summative Assessment:</b>  <b>Writing prompt:</b>  *Should the local NYC government intervene in the process of gentrification?</p>	<p>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><b>Identity Unit</b>  EQ: How is identity formed?  EQ: How does your identity affect your desire and ability to make change?  <i>"I can explain the concept of identity"</i>  <i>"I can identify the factors which contribute to creating one's one identity"</i></p> <p><b>Resources:</b>  FHAO Reading "Orientation Day"  Readings from: Academic Reading: <i>Global Youth Culture and Youth Identity</i>  FHAO:  <a href="#">My Part of the Story: Exploring Identity in the United States</a>  <a href="#">Finding Your Voice</a></p> <p><b>Who Am I essay [-Summative Assessment]</b></p> <p><b>Common Core Standards:</b>  Reading: RH.11-12.1,2,3,4  Writing: WHST.11-12. 4,5,6,7, 8,9,10</p>	<p>*What are some facts on this issue?  *Why should the reader pay attention to your social justice issue?  *What are some possible solutions to the issue?</p> <p><b>Summative Assessment:</b>  <b>Choosing to Participate Research Paper 4 pages minimum</b></p> <p><b>Common Core Standards:</b>  Reading: RH.11-12.1,2,3,4  Writing: WHST.11-12.4,5,6,7,8,9,10</p>
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