



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1d

Meeting Date: June 6, 2019

Subject: Approve Adoption of New Courses of Study

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office / Curriculum and Instruction

Recommendation: The Board of Education adopts the following courses of Study:

- Ethnic Studies
- Forensics
- American Identity: Race, Class and Gender in the United States
- Introduction to Coding
- Visual Literacy in Health: Using DataViz and Infographics in Epidemiology
- ELD III English as a Second Language (ESL) / English Language Development
- Survey of Anglo-American Law and Legal System
- Senior Seminar – Health and Medical Services
- Men’s Leadership Academy
- Women’s Leadership Academy
- Pre-Calculus Honors
- English 10 Honors

Background/Rationale: Ethnic Studies is a new graduation requirement adopted by the board in 2015, to be used at all district high schools. It has recently been approved in the History / Social Science (a) category by UC/CSU.

Forensics is an elective science class to be used at CK McClatchy and Hiram Johnson High Schools. It has recently been approved in the Laboratory Science (d) category by UC/CSU.

American Identity: Race, Class and Gender in the United States is an elective social studies course to be used at Kennedy High School. It has recently been approved in the Elective (g) category by UC/CSU.

Introduction to Coding is an elective math course that gives students an introduction to the fundamentals of coding to be used at Kennedy High School. It has recently been approved in the Elective (g) category by UC/CSU.

Visual Literacy in Health: Using DataViz and Infographics in Epidemiology is an English elective course and to be used at Health Professions High School. It has recently been approved in the Elective (g) category by UC/CSU.

ELD III English as a Second Language (ESL) / English Language Development is an ELA course for English Learner students who have an intermediate level of English proficiency. This course is available to be used at all high schools. It has recently been approved in the English (b) category by UC/CSU.

Survey of Anglo-American Law and Legal System is an elective social studies course to be used at CK McClatchy High School. It has recently been approved as an honors level course in the History / Social Science (a) category by UC/CSU.

Senior Seminar - Health and Medical Services is an interdisciplinary elective class to be used at CK McClatchy and Hiram Johnson High Schools. It has recently been approved in the Elective (g) category by UC/CSU.

Men's Leadership Academy is an interdisciplinary elective class available for all schools. It has recently been approved in the Elective (g) category by UC/CSU.

Women's Leadership Academy is an interdisciplinary elective class available for all schools. It has recently been approved in the Elective (g) category by UC/CSU.

Pre-Calculus Honors is a higher level math course available to be used at all high schools. It has recently been approved as an honors level course in the Mathematics (c) category by UC/CSU.

English 10 Honors is an English class available to be used at all high schools. It has recently been approved as an honors level course in the English (b) category by UC/CSU.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Students

Documents Attached:

1. Courses of Study for:

- Ethnic Studies
- Forensics
- American Identity: Race, Class and Gender in the United States
- Introduction to Coding
- Visual Literacy in Health: Using DataViz and Infographics in Epidemiology
- ELD III English as a Second Language (ESL) / English Language Development
- Survey of Anglo-American Law and Legal System
- Senior Seminar – Health and Medical Services
- Men’s Leadership Academy
- Women’s Leadership Academy
- Pre-Calculus Honors

Estimated Time of Presentation: N/A

Submitted by: Dr. Iris Taylor, Chief Academic Officer

Matt Turkie, Assistant Superintendent, Curriculum and Instruction

Approved by: Jorge A. Aguilar, Superintendent



COURSE OF STUDY

FOR

***[Ethnic Studies P]
[SGF 200]***

Segment: High School

Length of Course: One Semester

Developed by: Ethnic Studies Now-Sacramento Curriculum Committee

First Edition: Fall 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Committee

Ethnic Studies Now-Sacramento Curriculum Committee
Dr. Dale Allender
Dr. Gregory Yee Mark
Dr. Mark Carnero
Ruben Gonzalez
Maribel Sabado
Toni Tinker
Dr. Jesus

2016 ETHS Pilot Teacher Cohort (Keoni Chock LBHS / Dominique Williams CKM /Bridgette Martinez CKM)

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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SECTION TWO — COURSE UNITS

- Unit I Inventing Images, Representing Otherness
- Unit II Ghosts From the Past
- Unit III Representing Sacramento
- Unit IV Common Goals

Introduction to Ethnic Studies

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Ethnic Studies is an interdisciplinary course that uses a comparative and historical perspective to examine the languages, values, and voices of diverse groups within the United States. Using the skills and knowledge under the Common Core Standards for History/Social Studies students will investigate the practice of naming and being named, the intersection between ethnicity, culture, nationality, race, and gender, and the historic, economic and personal consequences of oppression and resistance. Students will also learn how the social construction of identity is created, contested, and altered by historic and economic processes. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, Native Americans and other ethnic groups in Sacramento and Northern California.

RATIONALE

The purpose of an Ethnic Studies course is to increase academic achievement, promote college and career readiness, and to teach about diverse experiences and histories of different ethnic groups in the United States. This course is aimed to empower students through a culturally relevant curriculum that is aimed at closing the academic achievement gap between students in the district. Students will learn academic literacy skills and knowledge based on the Common Core Standards through an Ethnic Studies framework and content.

COURSE GOALS

- Develop positive self-images among students by exploring their stories, cultures and identities in a formal academic setting.
- Analyze in detail a series of events described in a text to bridge differences, and gain a greater cultural, historic and critical understanding of, and empathy for, a variety of cultures and experiences in the United States.
- Develop an understanding of key concepts including, but not limited to: Identity development, epigenetic inheritance, real estate covenants, and coalition politics.
- Assess the extent to which the reasoning and evidence in a text support the author's claim.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Evaluate how men and women of color organized and enacted social change through political organization, mobilization, lawsuits and legislation.
- Determine why social justice movements formed and what contributions they made to America analyzing and citing primary sources.

- Evaluate how intersectionality affects the social, economic and political power of individuals within their own ethnic group and in relation to other ethnic groups.

COURSE STANDARDS

This course is focused on teaching the skills and knowledge under the Common Core Reading Standards for History (RH) and the Common Core Writing Standards for Literacy in History/Social Science and Technical Subjects 6-12 (WHST) focusing specifically on grades 9-10 through an Ethnic Studies curriculum organized in four thematic units.

RH.9-10.1-10

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

WHST.9-10.1-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3

(WHST.9-10.3 is listed as not applicable as a separate requirement in the standards document.)

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

INSTRUCTIONAL MATERIALS

An Introduction to Ethnic Studies (Working Title) A book edited by Dr. Dale Allender and Dr. Gregory Mark, California State University Sacramento
To be published by: Kendall Hunt Publishing Company

SUPPLEMENTAL RESOURCES

Unit I

- Slavery by Another Name (Film) <http://www.pbs.org/show/slavery-another-name/> a 90-minute documentary that challenges one of Americans' most cherished assumptions: the belief that slavery in this country ended with the Emancipation Proclamation. The film tells how even as chattel slavery came to an end in 1865, thousands of African Americans were pulled back into forced labor with shocking force and brutality.
- Indian Relay <http://www.pbs.org/video/2365111911/> The hope and determination of American Indian life is revealed in this story about what it takes to win one of the most exciting and dangerous forms of horseracing in the world today. This film follows teams from three different communities as they prepare for and compete across a grueling Indian Relay season — all hearts set on the glory and honor of winning this year's National Championships.
- La Bomba Toy Drive <https://vimeo.com/124956754> Short video of Low Rider car show and toy drive.
- One Voice (Film) <http://www.pbs.org/show/one-voice/> Every year in Hawaii, 2,000 high school students compete in the Kamehameha Schools Song Contest, where young leaders direct their peers in singing Hawaiian music in four-part harmony. The contest is a unique cultural celebration that has become a major local event broadcast live on TV and on the radio and streamed on the Internet. One Voice shares the thrill of the competition and celebrates a culture as it has survived and flourished through the power of music and song. The melodies of a cappella choral music performed in harmony by thousands of high school students is a one-of-a-kind presentation of Hawaiian music.

Unit II

- American Hmong <https://vimeo.com/25476190> This is a one-actor play about Hmong relocation produced by Brown Media Group.
- Homeland: Immigration in America Episode 3: Refugees <http://www.pbs.org/video/2262091142/>
- Zinn's Education Project Resources www.zinnedproject.org

Unit III

- <http://www.cityofsacramento.org/convention-cultural-services/csh/Resources/gateway-to-history/japanese-american-saga>
- Becoming California <http://www.pbs.org/show/kqed-specials/> 250 million years of environmental change provide clues to a sustainable future.
- https://www.pbs.org/hueypnewton/actions/actions_capitolmarch.html
- The Geography and Dialects of Miwok Indians http://www.yosemite.ca.us/library/miwok_geography_1908.pdf

UNIT IV

- Seize The Time: The Story of the Black Panther Party Bobby Seale <https://libcom.org/files/STT.pdf>
- Universal Declaration of Human Rights http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- What Are the Universal Human Rights by Benedetta Berti <http://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>
- Know You're Rights, ACLU <https://www.aclu.org/know-your-rights>
- Declaration of the Rights of the Child <http://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>
- Weathering the Storm <https://vimeo.com/119864699> a presentation by performance artist Guillermo Gomez Pena.
- For the Next 7 Generations (film) <https://vimeo.com/79285712> In 2004, thirteen Indigenous Grandmothers from all four corners of the globe, moved by their concern for our planet, came together at a historic gathering, where they decided to form an alliance: The International Council of Thirteen Indigenous Grandmothers. This is their story as they share with us their visions of healing and a call for change now.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

The course is organized around the following major units:

- Unit 1: Inventing Images, Representing Otherness (3-4 weeks)
 - Essential Question: Who am I?
- Unit 2: Ghosts From the Past (3-4 weeks)

- Essential Question: Where do I come from?
- Unit 3: Representing Sacramento (3-4 weeks)
 - Essential Question: Where am I?
- Unit 4: Common Goals (3-4 weeks)
 - Essential Question: Where am I going?

TEACHER RESOURCES

- An Ethnic Studies Community mobilization Model by Greg Kim-Ju and Gregory Yee Mark
<http://www.csus.edu/ethn/pdfs/Ethnic%20Studies%20Model%20Sobredo%20Kim-Ju%202008.pdf>
- Teaching Tolerance Resources www.teachingtolerance.org
- Zinn's Education Project Resources www.zinnedproject.org
- Ted Ed <http://ed.ted.com>
- Connecting Dream Networks Across Cultures by Onur Varol and Filippo Menczer
<http://www.conference.org/proceedings/www2014/companion/p1267.pdf>
- Annenberg Learner www.learner.org
- THE MASK MAKING TRADITIONS, FUNCTIONS AND GLOBAL CONNECTIONS AMONG CHINA, AFRICA AND INDIA
<https://www.ncuscr.org/sites/default/files/Ida-Owens-Final.pdf>

RECOMMENDED STUDENT RESOURCES

Media That Matters Film Festival

<https://www.youtube.com/user/mediathatmatters>

TEDEd Videos Ted Ed <http://ed.ted.com>

The Atlantic Slave Trade: What Few Textbooks Told You:

Anthony Hazard

<http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard>

Sacramento History Online <http://www.sacramentohistory.org/index.html>

California State Library Digital Collection

<https://archive.org/details/californiastatelibrary>

Center for Sacramento History

<https://www.youtube.com/user/SacramentoHistory/featured>

Mystery Images

<https://www.flickr.com/photos/centerforsacramentohistory/sets/72157621472894425/>

SECTION TWO — COURSE UNITS

Unit 1 Description: Introduction to Ethnic Studies

Within this unit students examine the historical context that precipitated the need for an Ethnic Studies curriculum. Students will explore the continued need for ethnic studies by analyzing racial discrepancies within the United States' institutions from integration through examining and interpreting data and graphs. Students will analyze the arguments in favor of and against maintaining ethnic studies programs in our public high schools.

Standards Addressed

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Instructional Objectives

Students will be able to:

- Identify and share their strengths on a strength map and orally in small groups using terms from western and non-western psychology;
- Express understanding of key Ethnic Studies concepts including, but not limited to ethnic studies, race, ethnicity, identity, double consciousness; shape-shifting in myth; stereotype threat; projection etc. in an art project, such as mask-making, through reading logs and in a written personal narrative
- Analyze the extent to which the reasoning and evidence in a print or media text selected by the student, supports an author's claim to determine how

and why stereotypes are created and used to demean or exploit people, in small group discussion and class presentation.

Suggested Activities

- Group discussions (fish-bowls, peer interviews,
- Reading logs/reflections (dialogic journals,
- Art-based Project such as mask-making, graffiti boards, strength maps
- Read-aloud
- Media analysis (films, music videos, video games, commercials, ads etc.)
- Vocabulary taxonomies
- 1) Students will create a poster and write a paragraph explaining whether or not Ethnic Studies is needed now
 - After reading “We’re going out, are you coming with us?” and viewing documentary footage from the Third World Liberation Strike at SF State and UC Berkeley, students will create a poster backed up by a paragraph citing evidence to support their opinions to address the essential issue: 1) Consider the historical context that necessitated the formation of Ethnic Studies as a means to address the absence and erasure of non-dominant groups in education and curriculum. Do similar conditions exist today that keep Ethnic Studies a necessary course offering? Students will learn about the societal context that helped to shape the emergence of the Ethnic Studies field and how the current state of the U.S. has parallel societal elements that reaffirm the need for the field of study.
- 2) Students will write a three paragraph response determining whether Ethnic Studies is helpful or harmful
 - After reading an excerpt from “The Academic and Social Values of Ethnic Studies”, the article, “Why ethnic studies programs are good for California, and America” and viewing the documentary “Precious Knowledge”, students will write a 3 paragraph response to the essential questions: 1) do you think an ethnic studies program teaches racism, helps lower the dropout rate, or both? Students will learn about the positive effects of ethnic studies on students across the United States.

Suggested Assessment

Formative Assessment

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)
- Journal Entries

Summative Assessments

- Writing Projects (Students will research background information for and write about a life-shaping event in a Personal Narrative, write brief reflection papers related to readings and discussion, and write a media analysis paper)
- Oral presentations of Strength Map (Students will explore and discuss their strengths and interests, and why they are important in a strength map graphic organizer)
- Mask exhibit (Student will convey a consistent theme informed by ideas from the unit through a display, mask name, written description)

Unit 2 Description: Indigeneity and Self-Identity

Students will explore the Original Nations within the Greater Sacramento/ Sierras regions including, but not limited to bands of Maidu, Miwok, Nisenan, and the Nevada City Rancheria. Students will explore the origins, religious systems, sociopolitical networks, governments, and interaction with place/ environment with regard to continuity and change through the lenses of colonial displacement and power. Students will draw upon their knowledge of local indigenous groups to explore their own ancestral legacies whether in indigenous or diasporic contexts. Additionally, student will compare and contrast aspects of their identities that are explicit (race, gender, religion, etc.) to aspects that are more subtle (ethnicity, sexuality, beliefs, etc.).

Standards

RH.9-10.1-10

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Assess the extent to which the reasoning and evidence in a text support the author's claims.

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Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Objectives

Students will be able to:

- Apply oral history research methods to learn about a place, event, or person/people important for one or more ethnic communities represented in the class; and present their research findings to the class in a PowerPoint presentation involving print, photography, video and or audio recordings.
- Identify and explain the central ideas or information of a primary or secondary source document significant to one or more ethnic communities from the class, in class conversation, writing, presentations and projects.
- Provide an accurate summary of how key events or ideas develop over the course of the text about one or more ethnic communities represented in class.

- Compare and contrast ideas about outcomes of historic events that had great impact on one or ethnic communities represented in class, during a group debate with their peers during class.
- Identify, describe and explain multiple ways in which individuals, and ethnic and racial communities enact cultural and hybrid practices to heal from historic communal trauma with an original or “found” ofrenda for a class altar, and accompanying reflection paper.

Suggested Activities

- Film viewing—The Great Debate
- Museum tours at California Railroad Museum, California History Museum,
- Group discussions
- Reading logs/reflections
- Interviewing Community members or relevant others in person or via skype
- Readers Theater
- Simulations
- Debates

Students will complete the following assignments in order to answer the focus questions: 1) who are you and 2) where do you come from:

1) Students will read “California History: Depth and Breadth from Original American Indian Tribal Nations: Beyond a Mere 250 Years” and write a one paragraph summary of one of the aforementioned aspects of Sacramento-area tribes. Students will examine tribal customs and identity from 1492-1849 in order to complete this assignment. Students will gain a deeper knowledge about the indigenous experience throughout California.

2) Students will read “My Father’s Labor” and create a map or collage of their educational experiences and evaluate the impact these experiences have had on their current academic disposition. Students will understand and determine the extent to which they are “inside” learners.

3) Students will research their own indigenous roots upon our planet through combinations of oral histories, archival study, and family interviews. Students will demonstrate their findings through a family and ancestry illustrated timeline, as well as a one to two page autoethnography, concentrating not only on familial ties but geographical origins. In formal 3 to 5 minute presentations, students will share their timelines with the class. Students will learn about the familial histories of both themselves and their peers.

4) Student will compare photography by Edward Curtis (1900-1930) and Matika Wilbur (2012-present) to explore the concept of agency and examine

stereotypes related to their own intersectional identities. Students will create a collage that demonstrates how they may be viewed by others vs. how they (or their in-group) see themselves. Students will learn about societal stereotypes, the process by which stereotypes are manufactured and maintained, and consequences of stereotypes on the broader society.

Suggested Assessment

Formative Assessment

- Dialogic Journals
- Constructing graphic organizer to demonstrate sequencing
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)

Summative Assessments

Students will complete the following activities with rubrics aligned to above learning objectives:

- Writing Projects (Students will write summaries, paraphrases, and historical narratives (Oral History Presentation); extended metaphor reflections (Altar Project); and arguments with evidence to support a position (Debate Project))
- Oral History Project PowerPoint Presentation
- Altar project (with extended metaphor reflection paper)
- Debate about a historical event

Unit 3 Description: Coloniality and Dehumanization

The purpose of this unit is for students to evaluate the history and impacts of colonization and imperialism in the United States pertaining to ethnic minorities. Students will analyze how the dehumanization of all groups that were not white, heterosexual, protestant males in the United States was socially constructed through American values, laws, and institutions such as Manifest Destiny (1845), American Exceptionalism (1880 and onward), and various Supreme Court decisions (1892 Plessy v Ferguson, 1943 Hirabayashi v. United States, etc.).

Standards Addressed

RH.9-10.1-10

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Objectives

Students will be able to:

- Identify and describe in detail, information about key individuals, stakeholders and institutions in their community orally, digitally and in writing based on research, interviews, and artifacts.

- Listen for and prioritize information to include in the work listed below
- Synthesize the above findings in an essay with an overall theme or controlling metaphor for their community.
- Analyze the above data to determine critical needs for your community
- Create and present a digital story using original photography and audio of the above research and interviews.

Suggested Activities

- Field Trips into the Community, Museums and historical societies.
- Films
- Practice Interviews with school personnel and each other
- Group discussions
- Reading logs/reflections
- Digital photography lessons on framing, composition etc.

Students will complete the following assignments in order to answer the focus questions: 1) In what ways do marginalized groups internalize and perpetuate oppression? 2) To what extent does colonization continue to affect the experiences of all people in the United States?

1) Students will design posters to encourage or discourage parents to enroll their children in Native American boarding schools. Students will learn about the United States role in forced assimilation and ethnic cleansing of native populations through boarding schools

2) Students will explore stereotypes of indigenous Americans in the cartoon film *Pocahontas* and write an evidence-based response on whether the film accurately portrays Native Americans or “imaginary Indians.” Students learn how mass media influences audiences to either challenge or perpetuate stereotypes about racial and ethnic groups.

3) Students will read quotes from Paulo Freire about internalized oppression. They will choose a quote for which they will write an interpretation and a reflective response. They will draw an illustration that conveys the core idea of the quote. Students will learn about the process in which internalized oppression occurs and is maintained.

4) In small groups (3 or less), students will write and perform a “liberation poem” encouraging their audience to free itself from the colonial mindset. Students will learn about how the arts and creative writing can be used as de-colonial strategy for combatting internalized oppression.

5) Students will discuss the roles for people of color in film and television. They will engage in a debate as to whether or not these roles can be seen as a sign of progress or a perpetuation of stereotypes that maintain systems of

oppression. They will conclude with a position statement expressing their opinions about the actors/actresses who play these roles. Students will learn about the power of the mass media institution in manufacturing and maintaining images of people of color.

Suggested Assessment

Formative Assessment

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)

Summative Assessments

- Writing Projects (students will write descriptive and narrative writing (for digital story), research questions, interview questions, and field notes (for Community Survey and Critical Needs Assessment).
- Digital Story Presentations and Online Exhibit.
 - Reflective Content
 - Images
 - Text
 - Stylized features (music, transitions, voice over, etc.)
 - Presentation and Exhibit features
- Community Survey drawing upon individuals, organizations, and research tools to compile and publish a list of local
 - Cultural Resources
 - Assets, and
 - Opportunities
- Critical Needs Assessment drawing upon individuals, organizations, and research tools to compile and publish a list of local
 - Infrastructure needs (street lighting, r
 - Transportation needs (Bus stops, uber or taxi service, road repairs etc.)
 - Safety needs
 - Repair needs
 - Recreational needs
 - Etc.

Unit 4 Description: Hegemony

Students will probe the ways in which the historical experiences of ethnic minorities have been erased, denied, and revised to support the ideas of American exceptionalism, freedom, equality and democracy. Furthermore,

students will question how the white anglo-saxon protestant has been normalized at the expense and erasure of the experiences of other demographics and the role of media and popular culture (1830s Minstrel Era - present). The purpose of this unit is for the students to examine the historical events leading to the creation of systems of oppression, privilege, and power (intersections with race, class, gender, etc).

Standards Addressed

RH.9-10.1-10

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10

WHST.9-10.1

Write arguments focused on *discipline-specific content*.

WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively

to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA

WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Instructional Objectives

Students will be able to:

- Analyze the relationship between aesthetics and messaging in at least two messages in a popular culture text of their choice (such as a hip hop song, tv show, webisode, magazine).
- Identify and explain in a formal essay three ways that attitudes towards African Americans, Native Americans, Latino/a, or Asian Americans affect economic conditions for these groups.
- Create and present a written advocacy plan to advocate for services or resources for themselves and their community, independently and through advocacy alliances.

Suggested Activities

- Field trip to---
- Classroom Media Analysis
- Guest speakers
- Quick Writes in Class
- Group discussions
- Reading logs/reflections
- Project Based Assessments

Students will complete the following assignments in order to answer the following focus questions: 1) How often and in which ways do you see aspects of your identity reflected in mainstream, american culture? 2) How has mainstream media and education created a historical memory void of authentic representations of the people that make up our country? 3) How has hegemony maintained systems of oppression over time?

1) Students will watch 3-5 current television episodes and explore the tropes that exist in each episode. Students will write a reflection about how the tropes contribute to and perpetuate the normalization of the white, anglo-protestant, heterosexual identity. Students will learn about the processes by which these standards become normalized through various media platforms.

2) Students will write an alternate history theorizing about what experiences would be different if all groups in America were accepted as the “norm.” The alternate history may be presented in a variety of formats, ie, video, dialogue, poetry. Students will learn how their creativity and imaginations could be use to develop a new outcome for the marginalized groups in society.

3) Students will examine sections from a selection of history textbooks and evaluate the content for loaded language and bias. Students will learn how publicly adopted texts may maintain dominant archetypes and hegemonic world views.

4) Students will read “Implicit Bias: Schools Not Prisons”. They will conduct informal observations and create and distribute surveys to investigate the degree to which implicit bias exists on their campus. Students will learn about the ingrained views of their peers and how their perceptions may affected by the socialization process.

Suggested Assessment

Formative Assessment

- Learning Logs
- Informal oral presentations-individual and group
- Think-Pair Shares and whole class discussion
- Exit Activities that include synthesis of learning (e.g., “ticket out “)
- Journal Entries

Summative Assessments

- Media analysis project requiring students to
 - Describe images (whether visual, audio, kinesthetic)
 - Explain the context for how the images were put together
 - Analyze the audience experience
 - Conclusion
- Position Paper
 - Identify and explain in a three ways that hegemonic conditioning towards African Americans, Native Americans, Latino/a, Asian Americans, or other ethnic communities living in the Sacramento area affect economic conditions for these groups.
- Advocacy Plan for addressing an economic concern related to cultural ethnic aesthetics or practices that includes a
 - Clear Rationale for the plan

- Logical Sequence for the plan
- Implementation Timeline for the plan
- List of (potential) supporting organizations and individuals and how they might be of assistance.

Unit 5 Description: Transformation and Regeneration

In this unit we will explore the resistance and social movements of various groups seeking power, justice, equity, and self-determination (1942 - present). Students will explore the connection between community based struggles for power and the process for social change. An critical examination of the political struggles of multiple ethnic groups will be discussed throughout the unit to see the parallels and differences between groups.

ELA-LITERACY.SL.9-10.1.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA-LITERACY.SL.9-10.1. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Instructional Objectives

Students will be able to:

- Analyze the relationship between systems of power, societal resistance, and organized social movements
- Create and present a written advocacy plan to advocate for services or resources for themselves and their community, independently and through advocacy alliances.

Suggested Activities

- Field trip to---
- Classroom Media Analysis

- Guest speakers
- Quick Writes in Class
- Group discussions
- Reading logs/reflections
- Project Based Assessments

Students will do the following assignments in order to answer the following focus question: 1) What methods have been used by marginalized groups to seek power and justice? 2) To what extent does the struggle for power and justice continue? 3) How do others with a shared aspect of your identity work toward healing, hope, and empowerment? 4) In what ways can your community work toward anti-racism, anti-sexism, anti-heterosexism, anti-ableism, and anti-ageism?

1) Students will research news articles and stories that chronicle current incidents of injustice towards marginalized groups. They will write a reflective summary of their findings that draws conclusions about the level of injustice towards those groups that continues to exist. Students will learn about the current effects of systemic injustice on various marginalized groups.

2) Students will brainstorm ways in which injustice can be combated, drawing on examples from the past as well as methods used today. They will evaluate those methods to determine their effectiveness in achieving communal healing, love, equity, empowerment, etc. Student will learn about the variety of ways that injustice can be fought against through individual and communal approaches.

3) Students will write a film review on a film that captures resistance/ transformation/ or regeneration of a marginalized group. Students will learn how marginalized groups approach injustice and how they are affected and changed in the process.

4) Students will write a reflection on how they can daily interrogate their being complicit in the oppression of others. Students will learn how common actions and attitudes can unknowingly become tools for the oppression of others

5) Students will use multimedia to create a resistance/ regeneration campaign that will be presented. Students will learn how technology can be used as a method of resistance.

Unit 6 Description: Youth Participation Action Research (YPAR)

In this unit students will become researchers and change agents in or around the school community by determining the community problems, surveying its members, and creating a plan of action to mitigate the problem. Multiple

community oriented research methodologies will be discussed. Students will learn about other YPAR projects launched throughout the region and state to examine the possibilities of youth led action projects.

Unit Assignment(s):

Students will select a topic to research. Students will always refer back to the question, how does this topic affect my community? How does the topic affect the future of my community? How will my research serve the community?

Students will develop a survey to conduct with members of the community in question. In partnership with the sociology mentors department at CSUS, students will learn how to create a simple survey via surveymonkey or paper dependent on preference of the community after investigation of population needs.

Students will develop interview and research questions for their research. In partnership with sociology mentors department at CSUS, students will be guided through what makes a valid or reliable research question for survey purposes.

Students will research scholarly, peer-reviewed articles for their research. All supplemental research articles will be open access through school database and CSUS partnership

Students will present their research findings. The goal is present these findings in front of their peers or a public setting if made available by the school administration.

Students will learn about the power that youth have to research, investigate, and evaluate social problems that affect their community. Moreover, youth will learn how their research can shape policy changes that could alter outcomes for marginalized and oppressed groups.



COURSE OF STUDY

FOR

Forensics

QRS410 and QRS411

Segment	High School
Length of Course	One Year
Developed by	Adrienne Fong, Maria Tait
First Edition	<i>Fall, 2017</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Forensics

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Forensics is a third year of college-prep laboratory science for students that are college bound and/or interested in the field of forensics. This class will introduce students to the fields of forensic science. Students will participate in qualitative and quantitative hands-on labs and simulations that develop the practical and theoretical aspects of forensics while developing proficiency in the eight practices of science and engineering detailed in the Next Generation Science Standards. This class will integrate previous science and math courses and demonstrate to the student the relevance of science education for practical use.

RATIONALE

Forensics is a process oriented science class that requires students to think critically and reason effectively. Students use a range of technologies to gather, record and analyze evidence. Concepts from biology, chemistry, physical and Earth sciences are incorporated, making forensics a truly integrated science course. Forensics requires skills from other subject areas, including language arts, math and social science. By using forensic tools to solve crimes, students see their learning as relevant and important to their communities.

The application of forensic science is frequently front page news and often the forefront of public concern. The forensics curriculum harnesses this natural interest and curiosity as the driving force for student learning. Student use scientific principles as they gather, analyze and interpret evidence. They use a variety of other academic disciplines to evaluate, communicate and apply this evidence. The cross-curricular nature of the class allows students to make numerous cognitive connections between the subject areas, thus strengthening their overall academic and reasoning skills. Since forensics plays an integral role in our legal system, this class is particularly important for students interested Law or Criminal Justice careers. For all students, forensics offers the unique opportunity to solve crimes and real-life mysteries, an intellectual challenge that is intrinsically rewarding.

COURSE GOALS

Upon completion of this course, students will be able to:

- To apply scientific methods to analyze and solve crime simulations
- To utilize scientific knowledge to collect, interpret and analyze evidence
- To practice correct procedures for the proper identification, collection and preservation of evidence
- To appropriately use current crime technology, procedures and equipment
- To explore career opportunities with the field of forensics
- To draw logical conclusions based on data
- To effectively communicate results of investigations

COURSE STANDARDS

Forensic science is an integrated science course. As such, it incorporates the science and engineering practices and crosscutting concepts from the Framework for K-12 Science Education, the foundation for NGSS standards.

The Science and Engineering practices are found in Appendix F and include:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The Crosscutting Concepts are found in Appendix G and include:

1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by

- which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
 4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
 5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
 6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
 7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Disciplinary Core Ideas for science and engineering practices are included throughout the course. These DCI's are listed after the appropriate units.

INSTRUCTIONAL MATERIALS

Textbook: Forensics Science - An Introduction

- Author: Richard Saferstein
- Publisher: Prentice Hall
- Edition: 3rd 2016
- Website: WWW.MyCrimeKit.com
- Primary: Yes

SUPPLEMENTARY MATERIALS:

Lab Manual: Forensics Science - Basic Lab Manual

- Author: Richard Saferstein
- Publisher: Prentice Hall

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit	Days
Unit I. Ch. 1 Introduction to Forensic Science, Ch. 2 The Crime Scene, and Ch 21 Careers in Forensics	20
Unit II. Ch. 3-Physical Evidence and Ch. 5-Matter and Glass	20
Unit III. Ch. 6- Drugs and Ch. 7- Forensic Toxicology	20
Unit IV. Ch. 9- Forensic Serology and Ch. 10- DNA	20
Unit V. Ch.11- Crime Scene Reconstruction: Bloodstain Pattern Analysis	10
Unit VI. Ch. 12- Trace Evidence I and Ch. 13- Trace Evidence II	25
Unit VII. Ch. 14- Fire Investigation and Ch. 15- Investigation of Explosions	25
Unit VIII. Ch. 16- Fingerprints	15
Unit IX. Ch. 17- Firearms, Toolmarks and Other Impressions	15
Unit X. Ch. 18- Document Examination	10

TEACHER RESOURCES

Forensics Science - An Introduction & Basic Lab Manual

- Author: Richard Saferstein
- Publisher: Prentice Hall
- Edition: 3rd 2016
- Website: WWW.MyCrimeKit.com
- Primary: Yes

RECOMMENDED STUDENT RESOURCES

Crime Scene University (available on YouTube)

SECTION TWO — COURSE UNITS

Assessments: Assessments are aligned with Common Core State Standards and Next Generation Science Standards and include a variety of formative and summative assessments.

1. Vocabulary and reading quizzes for each chapter- Students access text to determine the meaning of key terms, and other forensic science specific words and phrases.

2. Case study analysis- Students read and analyze case studies of crimes pertaining to unit of study; use of paired reading and summary protocol with whiteboard share out of summaries, or think-pair-share. Cases include Dr. Sam Sheppard in the Bloodstain Pattern Analysis, OJ Simpson in Forensic Serology/DNA unit and Impressions unit, Boston Marathon Bombing and Unabomber in the Explosions unit.

3. Chapter review questions- Students answer selected questions as formative assessments to gauge content understanding and application throughout each unit.

4. Laboratory activities to introduce or reinforce concepts in forensics- Students create an Evidence Log to record laboratory data, the analysis of data, and a report of findings (conclusion). Labs include a reading component to introduce concept(s); evaluation through rubric with self and peer review.

5. Challenge statements to assess student thinking- This writing component requires that students take a position (agree or disagree) and support their position with information from their text, readings done in class, video, or internet sources. Students respond individually, have small group dialogue, then are given an opportunity to rewrite their responses.

6. Unit Exam (1-2 chapters per exam depending on the unit)- Exams include multiple choice, short answer, written response involving crime scene evaluation procedure, evidence collection, or procedures for performing a forensic test. Lab practical component includes testing or analyzing evidence studied in the unit (i.e., Kastle-Meyer reagent test for presence of blood or hair and fiber analysis).

7. Group, Partner or Individual Projects- Include Forensics Timeline Poster and Presentation, Drug Analysis Powerpoint and Poster, Forensic Career Poster and Presentation, [Crime Scene in a Box](#) (students create crime scenes for other students to solve), Innocence Project Assignment or Forensic Science Board Game and Presentation.

8. Final Exam (one per semester) - This summative assessment will demonstrate student understanding through the use of multiple choice, short answer and written responses. Applying forensic science concepts to crime scene evaluation and reconstruction will be a main focus of this exam.

UNIT I: Ch. 1 Introduction to Forensic Science, Ch. 2 The Crime Scene, and Ch 21 Careers in Forensics

Unit Summary: Crime scene essentials and forensic careers comprise the major topics in this introductory unit. Crime scene analysis begins with demonstrating basic forensics understanding and skills. Major skills and activities include: engaging in argument from evidence through a crime analysis game, planning and investigating Locard's Exchange Principle, and constructing explanations about the origin of trace evidence. Next the focus shifts to preserving and documenting the crime scene while ensuring crime-scene safety. Students will apply their understanding of crime scene documentation by obtaining, analyzing, evaluating, and communicating information of a mock crime scene.

Careers in forensic science begin with an overview of the field, including the importance of its major sub-disciplines. Students will explore the workings of a typical comprehensive crime laboratory. Finally, students will understand the contributions the forensic pathologist, entomologist, and anthropologist can make to a homicide investigation.

Standards Addressed

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Appendix C- College and Career Readiness

Essential Questions

- o How can a crime scene be effectively investigated?
- o How can trace evidence, such as that found on a t-shirt, be transferred from one location to another?
- o What steps are needed to preserve a crime scene?
- o What types of professionals work with crime scene investigators?

Driving Questions

- What type of reasoning is required to play the game of Clue? How can this reasoning be explained verbally and in writing?
- How can the examination of a t-shirt (worn by the student throughout the day) demonstrate Locard's Exchange Principle?
 - Where and from what source could the trace evidence on the t-shirts have originated?
- What services are provided in a forensic laboratory?
- How can a mock crime scene in the classroom be accurately depicted and documented?
- How can an understanding of human body measurements be used in forensic science?
- Why is chain of custody important and how can it be modeled?
- How can time of death be estimated using entomological and weather factors?

- How accurate are the memories of most eye-witnesses?

Activities

- Personal Identification File: This activity has students create their own information file, including their fingerprints. Students compare and contrast their own fingerprints, describe patterns they observe, and compare and contrast their fingerprints to those of classmates, identifying most common and least common patterns in their group
- Clue Lab: Students play the classic board game "Clue" and identify elements of deductive and inductive reasoning
- Locard's Exchange Principle Lab: After reading about Locard's Exchange Principle (every contact leaves a trace), students wear a new or clean lint free t-shirt for the day before the lab and record all activities for the day. On lab day, students use hand lenses and microscopes to examine, remove, and catalog trace evidence found on the shirt
- Eyewitness Recollections: Students try to remember key details from various pictures, movies or class skits. With partners, they take turns as "interviewees" and "investigators" in order to describe the details of these scenes.
- Crime Scene Sketching: Students practice the appropriate steps to process a crime scene, including surveying an in-class crime scene, taking diligent notes, and creating a sketch of the scene, with accurate dimension measurements as well as location measurements for all pieces of physical evidence
- Chain of Custody Lab: Students collect and tag evidence, record detailed

- accurate description of evidence and where it was found, turn it in to "property room", and check out a new piece of evidence while maintaining the chain of custody
- o CSI- A Case of Deductive Reasoning: Students play the role of a detective using deductive reasoning and analysis of entomological evidence from blowflies, weather information, and other physical evidence to solve a murder.

 - o Anthropometric Lab: Students will produce a graph that compares femur length and height. The data for these graphs will be generated by the students as they measure each other. By analyzing the graphs, students will discover that femur length is related to height and can therefore be used as one piece of evidence in identification.

Assessment

Students apply their understanding of this unit to a sample crime scene sketch. They describe how evidence could be tainted by onlookers, suggest types of physical evidence which should be collected, and explain why those items should be collected.

Students evaluate a solution to a real world complex problem by examining the investigation of a crime scene by another CSI unit. Students read the case-study notes of this investigation and suggest changes or improvements based on their current forensics understanding and the constraints of the crime scario.

[1]

UNIT II: Ch. 3-Physical Evidence and Ch. 5-Matter and Glass

Unit Summary: In this study of physical evidence, students use their understanding of chemistry (physical and chemical properties) and physics (wave and particle theory of light) to ultimately generate conclusions regarding glass fracture analysis. First, students identify and classify the types of physical evidence. Student analytical skills are further developed by using mathematics and computational thinking skills to explore how the product rule affects evidence in a comparison of individual versus class data. An in-depth study of density is accomplished by creating density columns to determine relative densities of very small glass fragments (flotation method), constructing explanations for differences in precision and accuracy of density measurements, and identifying variables that influence outcomes. Finally, students engage in an argument to match glass from a crime scene using evidence from density measurements and glass fracture analysis to support their claim.

Standards Addressed

HS-PS-4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media

HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

Essential Questions

- How does individualized evidence compare to class evidence?
- How can math be used to increase the strength (or probative value) of class evidence?
- Why is glass such a common and valuable type of physical evidence?
- How can glass be analyzed in order to yield useful forensic results?

Driving Questions

- How can we use classroom data and mathematics to determine the probability of finding a student in the entire school with specific clothing characteristics?
- How can the product rule be used to increase the usefulness of class characteristics?
- What is the nature of light? How can light be used as a forensic analytic

- tools such as the GRIM 3(for determining refractive index) and spectrophotometers?
- o How can density of various irregular and regular objects be determined with mathematics and displacement methods?
 - o How relative densities be determined with a density column?
 - o How can differences in density measurements be accounted for?
 - o How can glass from a crime scene be identified using density and glass fracture analysis?

Activities

- o [Probability and Class Evidence Activity](#): Students explore the importance of class evidence by collecting class information on clothing items and using the product rule to calculate the likelihood of possible combinations.
- o Density Quick Lab: Students measure the density of regular (sphere, cylinder, and cube) and irregular objects, employing both formula ($D= M/V$; volume formulas used for various shapes) and the water displacement method. (Textbook)
- o [Density of Materials Lab](#): Students analyze densities of metals and glass by using water displacement; they use this technique to identify the specific type of glass found at a crime scene.
- o [Glass Analysis and Reconstruction Lab](#): Students analyze breaking patterns of glass by reconstructing sample pieces, identifying radial and concentric fractures and employing the 3R rule.
- o [Flotation Lab](#): Students explore density determination of glass fragments through the construction and use of a density gradient. Students vary the level of densities in various solutions through the addition of sugar water and alcohol. By using this technique, known as flotation, students can compare glass fragments to those found at a crime scene.
- o [Refraction Phet Activity \(Phet\)](#): Students explore the nature of light and the refraction of light through this on-line simulation. Students compare the angles of incidence to angles of refraction in various mediums.

Assessment

Students are presented with a hit and run car accident scenario in which the only evidence available is broken glass. The students analyze this glass using the techniques learned in the unit. They then attempt to match this glass to a

suspected vehicle.

Principles of Forensic Glass Analysis Lab: Students will analyze glass properties and behavior by creating a glass density data table and by reconstructing a broken piece of glass. They will determine density using several laboratory methods such as water displacement. The students will then reconstruct a broken piece of glass provided by the teacher. By analyzing the data table and breakage patterns, the students will be able to determine glass type found at a crime scene, match glass samples to suspects and correctly sequence glass breakage events.

UNIT III: Ch. 6 - Drugs and Ch. 7- Forensic Toxicology

Unit Summary: In the study of drugs and forensic toxicology students obtain, evaluate, and communicate information pertaining to methods used to identify drugs by their physical and chemical properties. This involves students analyzing and interpreting the results of drug testing in order to engage in an argument from evidence. Other student outcomes will include: understanding of psychological and physical dependence, classifying commonly abused drugs, collecting evidence, constructing explanations for the relationship between alcohol in the bloodstream and alcohol in alveolar breath, creating chromatograms of various inks to identify suspect inks, using mathematics and computational thinking to calculate the Rf factor, analyzing and interpreting of the banding patterns of the inks, and applying the understanding of chromatography and spectrometry to drug analysis and identification.

Standards Addressed

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Essential Questions

- How can substances be identified as drugs?
- How do alcohol and other drugs affect the body?

Driving Questions

- What methods can be used to identify drugs?
- How can the results of drug tests be analyzed?
- How can chromatograms be used to identify specific inks or chemicals in drugs?
- How does the alcohol content in the bloodstream compare to that in the breath?

Activities

- Drug Analysis Foldable: Students create a graphic organizer by making a foldable to compare and contrast the various analytical procedures to

- o ensure the specific identification of a drug
- o [White Powder Lab](#): Students perform a variety of tests to determine physical and chemical properties of various white powders; they then use those results to identify an unknown white powder.
- o Quick Lab: Chromatography: Students employ liquid chromatography techniques to separate a mixture of chemicals (ink) as a means of identifying them based upon their mass, color and chemical affinities. (Textbook.)
- o Alcohol in the Circulatory System: Students trace the flow of blood through the circulatory system and the respiratory system in order to understand how alcohol is absorbed and eliminated, and how breath testing devices are used to measure the alcohol concentration in blood
- o [Daphnia Heart Rate](#): Students examine how the addition of ethanol affects the heart rate of tiny crustacean (Daphnia); they then classify this substance as being either a depressant or stimulant.

Assessment

Students analyze behavior and physical symptoms of an individual who uses drugs. Based on this evaluation, students suggest the specific drug(s) used and possible illegal activity associated with such use.

Paper Chromatography Lab: Students will create and describe chromatograms of various ink samples. By using liquid chromatography, they will separate the (chemicals) ink with an ethanol solvent, then identify the constituent chemicals based on mass, color and chemical affinities. Students will find each ink sample yields a unique profile as exhibited by its band numbers, colors and Rf values. These identifying characteristics can then be used to match the inks used by suspects to the inks found on evidence documents.

UNIT IV: Ch. 9 - Forensic Serology and Ch. 10 - DNA

Unit Summary: In this study of serology and DNA students learn the biology underlying blood typing and how it is used in forensics. This involves an understanding of the genetics and testing for different blood type antigens using simulated serum. A picture of blood type inheritance is built using mathematical and computational analysis of Punnett squares. Using real world data, students will also analyze and interpret electropherograms that depict alleles as peaks on a graphs to establish the paternity of a child. A familiarity of the CODIS system will give students a reference for the usefulness of DNA in forensic science. Next, students plan and carry out an investigation to identify blood at a crime scene. They start by using Kastle-Meyer reagent testing to test for the presence of blood. From blood samples collected, students use PCR protocols and enzyme restriction to analyze DNA bands from gel electrophoresis to match crime scene DNA to a suspect. Finally, students present their argument from evidence to support their conclusion for the identification of blood found at a crime scene.

Standards Addressed

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Essential Questions

- o How can blood typing be used as evidence?
- o How do we know that a stain is blood?
- o How can DNA information be used as evidence?

Driving Questions

- o How can blood typing be determined using chemical tests?
- o How can stains be identified as blood?
- o How can traits of offspring be predicted from parental genetic information?
- o How can DNA left at a crime scene be used to identify victims and suspects?
- o How can paternity be established using genetic information and electropherograms?

Activities

- o [Paternity Tests: The Genetics of Blood Type](#): Students will perform

- A/B/O/Rh blood typing using a simulated blood product, and identify the most likely father in a paternity case.
- o [Kastle-Meyer Lab](#): Students will learn how to confirm a sample is blood and how to locate blood samples at a crime scene
 - o [Inheritance of Blood Type/Punnett square](#): Students determine probability of offspring blood type given parental blood types, utilizing monohybrid crosses and exploring concepts of dominance, recessiveness, and codominance, as well as genotype and phenotype
 - o DNA Forensics Lab: Students will perform gel electrophoresis to construct a DNA fingerprint as a means of positively identifying individuals based upon their unique DNA sequences
 - o [STR Analysis](#): Students interpret STR loci profiles (electropherograms) utilizing authentic data to analyze various cases involving genetic information.

 - o [Blood Types and Geography](#): Students read about blood type distribution throughout the world and hypothesize as to its significance.

Assessment

Students evaluate the methods used by a criminalist as she collects evidence from sexual assault victim. After examining her protocol, students determine what mistakes, if any, she made. Students suggest how these methods affect the resulting evidence quality.

DNA Database Debate: Students read about the current uses of DNA databases, including ancestry sites and government databases. They choose a side, either for increased use of databases to solve crimes, or decreased use, to promote personal privacy. Using current research, students argue from this evidence in a class structured debate.

UNIT V: Ch.11 - Crime Scene Reconstruction: Bloodstain Pattern Analysis

Unit Summary: In this study of crime scene reconstruction, students develop and use models of blood spatter to interpret a crime scene. This model involves establishing the relationships between blood drop height, diameter at impact, angle of impact and position of blood spattering event. Students will employ mathematics and computational thinking to analyze and interpret data to establish the events that took place at the crime scene. Students will also practice documentation skills such as note-taking, sketching, and photography as a way to accurately describe evidence. From their data analysis, students will construct explanations to reconstruct a crime and communicate that information in the form of a detailed written report.

Standards Addressed

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Essential Questions

- What do blood spatters tell investigators about a crime scene?
- How should crime scenes be documented?

Driving Questions

- How can blood spatters from a crime scene be used to reconstruct events from that scene?
- How do blood spatters vary with height and angle of impact?
- How is accurate crime scene reconstruction reliant on note-taking, sketching, and photography?

Activities

- Blood Spatter Labs - [Vertical Drop](#) and [Angle of Impact](#): Students establish the location or origin of bloodshed by determining the directionality of the stain and the angle at which blood came into contact with the landing surface and the area from which the stains emanated

- o [Blood Spatter Tutorial Lab](#): Students learn about the nature of blood and how it behaves when dropped and projected; students will analyze blood spatter and use this information to reconstruct a crime scene.
- o Newton's Laws and Blood: Students read the article, "[Newtonian Physics at the Crime Scene,](#)" about how Newton's Laws affect the movement of blood. They then describe how these forces relate to the patterns seen in blood spatters.

Assessment

Students are shown blood splatter evidence from a murder scene. Based on this, they determine the location and movement of individuals at the scene. Students synthesize these conclusions to describe an overall reconstruction of the event.

Impact Angle and Area of Convergence: Students will produce a summary sheet that analyzes patterns of blood splatters. In the lab, they will produce the blood splatters using simulated blood (made with milk and food coloring) as it is dropped on different surfaces, from different heights and at different angles. Final conclusions will establish the origin of bloodshed and therefore allow a logical reconstruction of the crime scene activity.

UNIT VI: Ch. 12- Trace Evidence I and Ch. 13- Trace Evidence II

Unit Summary: This study of trace evidence involves the biology of hair, biological macromolecules, fiber and soil. Students microscopically examine hair and fiber from various sources, matching these materials to suspects when possible. Students study digestion of polymers and monomers in food, and use this information to analyze stomach contents of victims. Students synthesize this trace evidence to construct explanations for victims' whereabouts before death. Students develop and analyze a model of soil density profiles. They will interpret the results of the soil density profiles and chemical soil tests to match crime scene soil samples to a suspect.

Standards Addressed

Essential Questions

- o How can trace evidence be analyzed?
- o How can trace evidence be used to reconstruct a crime scene?

Driving Questions

- o How can microscopic differences in hairs and fibers be used for identification?
- o What can products of digestion indicate about a deceased person's last meal and, possibly, whereabouts?
- o How can soil characteristics, i.e. density, chemical components, and texture, be used to match crime scene soil samples to a suspect?
- o How can paint chip analysis be used to reconstruct a crime?

Activities

- o [Forensic Hair Lab](#): Students will differentiate between human hair and nonhuman hair, using the microscope to identify parts of the hair and features that are important for species identification
- o [Fiber Evidence Lab](#): Students microscopically examine the features of various manufactured and natural fibers, then complete a hair and fiber challenge in which students identify unknown hair and fiber samples
- o [Murder and a Meal](#): Students analyze "stomach contents" of a murder victim for common monomers and polymers (starch, glucose, protein and lipids) found in food in order to identify the location of the victim's last meal

- o [Soil Analysis Lab](#): Students will use physical separation of soil (construction and analysis of soil density profiles, observations (odor, hand lens and microscope exam for color texture, presence or absence of plant and animal debris or other non-soil material) and chemical testing of soil (pH and phosphate testing) to uncover evidence.
- o [Paint Chip Analysis](#): Students analyze paint chips from suspects and a crime scene. By examining paint colors and paint layer sequences, students match the most likely culprit to a hit and run crime.
- o **Assessment**

Students are presented with information from a hit and run car accident and a potential suspect vehicle. They describe the best methods to collect and analyze the paint from this vehicle in order to determine its involvement in the accident. In their descriptions, students must identify the tools and protocols needed to prevent contamination.

Hair Evidence Lab: Students will produce a report summarizing the micro and macroscopic differences between different hair types. Using various techniques to prepare microscope slides of hair samples, students will observe and describe these hair samples under microscope. Ultimately, students will use hair features to differentiate between human and nonhuman hair and to link crime scene hair to specific individuals.

UNIT VII: Ch. 14- Fire Investigation and Ch. 15- Investigation of Explosions

Unit Summary: In this study of fire and explosions, students develop and use models of combustion by observing patterns in the behavior of materials when burned, noting color of flame, smoke, odor, soot color, and rate of combustion. Students plan and carry out investigations to test unknown materials through burn testing, ask questions about how attainable materials can be used to make explosives, and examine case studies such as Oklahoma City Bombing, the Shoe Bomber, the Unabomber and the Boston Marathon Bombings.

Standards Addressed

HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

Essential Questions

- o What happens to materials when they burn?
- o How can bombs be made and how have they been used to commit crimes?

Driving Questions

- o What patterns can be observed in different materials when they burn, or combust?
- o How can unknown materials be identified based on their burn patterns?
- o What sorts of materials can be used to make explosives, specifically, those explosives used in high profile cases such as Oklahoma City Bombing, the Shoe Bomber, the Unabomber and the Boston Marathon Bombings?

Activities

- o [Burn Test Lab](#): Students test and classify the the burn patterns of various

- materials including natural and synthetic fabrics, metals and wood, then identify unknown materials through combustion characteristics
- o Explosives Foldable: Students create a graphic organizer by making a foldable to identify the type and nature of explosives to distinguish between high explosives, low explosives, primary explosives and secondary explosives
 - o Chemistry and Explosions Research: Students explore the relationship between combustion and explosions by discovering the chemical equations of several common explosives such as black powder and nitroglycerin, and examine cases such as the Boston Marathon bombings and the use of pressure cookers

Assessment

Students evaluate pieces of evidence, including chemical residues and scraps of matter, found at separate explosion sites. For each item, students indicate whether the explosion was more likely caused by high or low explosives. They justify their answers using their knowledge about explosion science. Finally, they will add a description of the type of combustion reaction producing each result.

Explosives Foldable: Students will create a graphic organizer that describes different types of explosions including high, low primary and secondary. After conducting research in cooperative groups, students will organize and present their findings in a graphic foldable. With this knowledge of explosives, students will be understand how bomb materials can be obtained and how bombs can be constructed. Finally, case studies of famous bombing events such as Oklahoma City Bombing and Boston Marathon Bombing will allow students to evaluate and assess evidence surrounding such crime scenes.

UNIT VIII: Ch. 16- Fingerprints

Unit Summary: In this study of fingerprints, students identify patterns and classify fingerprints. Students use mathematics and computational thinking to calculate the percentage of loops, whorls and arches in each lab group and in the entire class. Then, as a whole class, students compare those percentages to known percentages of each class of fingerprints. Students use mathematics and computational thinking to determine the primary classification of their prints based on the original Henry system, the first classification step in the FBI system (IAFIS). Finally, students investigate a crime scene using fingerprinting skills and use evidence to attempt fingerprint identification.

Standards Addressed

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.

Essential Questions

- o How are fingerprints used as forensic evidence?
- o What are digital fingerprints?

Driving Questions

- o What are the primary differences in fingerprints and how can they be used to narrow suspects?
- o How can the first classification fingerprint system (Henry System) be used to identify individuals?
- o How can fingerprints be lifted from a crime scene?
- o What are digital fingerprints and how can they be used?

Activities

- o [My Prints Lab](#): Students take their own fingerprints, and classify each of the prints as a loop (ulnar or radial), whorl (plain, central pocket, double loop or accidental) or arch (plain or tented). Next, students identify ridge

- characteristics (or minutiae), and calculate the primary classification of their prints
- o [Flinn Fingerprinting Lab](#): Students lift fingerprints from various surfaces in the classroom using different powders (white, black and magnetic)
 - o [Super Glue Fuming Quick Lab](#): Students place their fingerprints on a nonporous surface such as a glass slide or a soda can in order to use cyanoacrylate to develop latent prints

 - o Investigate Digital Fingerprints: Students conduct an on-line search to find the answer to the questions: What are digital fingerprints? How are digital fingerprints used? They discuss the drawbacks and advantages to having digital fingerprints and predict the implications for the future.

Assessment

Assess the use of digital imaging in enhancing latent fingerprints. Indicate the features of digital imaging that would allow for closer examination of specific fingerprint characteristics.

My Prints Lab: Students will create data sheets of their own fingerprints along with group classification and minutiae description. Several techniques such as balloon prints, graphite prints, and ink prints will be used to make these fingerprints. Knowledge of fingerprints characteristics and their use in identifying individuals through databases will help students understand this important forensic technique.

UNIT IX: Ch. 17- Firearms, Toolmarks and Other Impressions

Unit Summary: In this study of firearms, toolmarks, and other impressions, students analyze data after examining and cataloguing the features of common household tools. By measuring, sketching, and casting tool surfaces, students can interpret results to discover matching tool marks. A familiarity of the NIBIN database will help students understand the importance of evidence collection and cataloguing. Students engage in argument from evidence to support the claims made in the identification of tool marks and footwear, correlating the important individual characteristics that may be present, including nicks and breaks on tool surfaces and wear patterns on shoes. Students will obtain, evaluate, and communicate information from reading and online sources to explore firearms identification, which includes bullet and cartridge comparisons.

Standards Addressed

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information

Essential Questions

- How can marks and impressions left by criminals be used as evidence?
- How can firearms be matched to crimes?

Driving Questions

- How can thorough measurements, sketches and cataloging of common household tools be used to match tool marks at a crime scene?
- What sorts of individual characteristics on footwear and tools can be used to match suspects to crime scenes?
- What types of characteristics on firearms and bullets can be used to match weapons to particular crimes?

Activities

- [Toolmark Challenge](#): Students examine various tools, make impressions with modeling clay, sketch the tools and take and record measurements. Students then study and inspect impressions and match them to the correct tool
- [Footwear Impression Lab](#): Students create footprints in soil, and make casts of the footprints using dental stone or Plaster of Paris. Students also match footwear prints to shoes to solve a crime
- Gunshot Residue Demo: In this demo, students learn about gunshot

- residue testing, witness the results of testing and identify the suspect who fired a weapon
- o Comparing Bullets: Students go online with in-class computers or in computer lab and access www.mycrimekit.com and www.firearmsid.com to use a virtual comparison microscope to match striations, learn about lands, grooves, and rifling

Assessment

Analyze several shooting incidents. From the detailed descriptions of bullet holes, use general guides to estimate the distance from shooter to target.

Toolmark Challenge: Students will prepare a report outlining conclusions about specific tools and their identifying marks. To gain an understanding of tool marks, students will compare different tools, create surface impressions with clay, and measure characteristic patterns or scratches. By comparing the dimensions of evidential marks to those of suspected tools, students may be able to identify a match. After completing this assignment, students will be able to apply toolmark analysis skills in their forensic studies.

UNIT X: Ch. 18- Document Examination

Unit Summary: In this study of document examination, students obtain, evaluate and communicate information pertaining to writing samples. By studying famous documents, such as Hitler's Diaries and Howard Hughes' will, students will understand the criteria for handwriting analysis, including methods for obtaining known writing samples. Students analyze and interpret the samples, note similarities and differences, and construct explanations about the authenticity of the samples. Finally, students create exemplar and questioned documents for other students to analyze, then plan and carry out an investigation of a different set of handwriting samples to determine if the questioned document matches any of the exemplars provided.

Standards Addressed

This unit emphasizes many of the the Science and Engineering practices in Appendix F. The most commonly used practices are:

- Asking questions
- Planning and carrying out investigations
- Analyzing and interpreting data
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Essential Questions

- How can handwriting differences be used as evidence?

Driving Questions

- How can differences in handwriting styles be used to determine authenticity of documents, such as Hitler's Diaries and Howard Hughes' will.
- How can samples of student handwriting be analyzed and matched to questioned documents?

Activities

- Handwriting Comparison Lab: Students read and examine handwriting

samples from two famous case studies involving handwriting analysis: Adolf Hitler's Diary and Howard Hughes' will. Students then analyze their own handwriting, and identify unique characteristics. Lastly, students receive a packet of exemplar handwriting samples and a questioned document, and must determine if the questioned document matches an exemplar

Assessment

Students examine situations in which the original writing is not visible to the naked eye. They describe how to recover the writing when the words have been obliterated with through various means including: writing over with different ink, chemical erasure, charring and burning.

- Handwriting Comparison Lab: Students read and examine handwriting samples from two famous case studies involving handwriting analysis: Adolf Hitler's Diary and Howard Hughes' will. Students then analyze their own handwriting, and identify unique characteristics. Lastly, students receive a packet of exemplar handwriting samples and a questioned document, and must determine if the questioned document matches an exemplar.



COURSE OF STUDY

FOR

American Identity
SGF210/SGF211

Segment	High School
Length of Course	One Year
Developed by	Jessica Bayze
First Edition	Fall, 2019

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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American Identity: Race, Class & Gender in America

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

American Identity will focus on the social construction of race, class, gender and identity. In this class, we will examine systems of power, privilege and inequality, and explore the concept of diversity. Students will be encouraged to understand their own identities, and how they have been shaped by the concepts of race, class and gender in our society. Students will learn how to deconstruct the systems of power, inequality and injustice in our society, questioning why racism, classism and sexism exist and persist. We will study current issues to get an even deeper look into America today, while also giving students tools to explore and question ideas of social justice and social change.

RATIONALE

While students study U.S. History in 11th grade and U.S. government in 12th grade, there often isn't enough time to cover the curriculum and also talk in depth about contemporary America. In an ever more politically and socially polarized country, it is important for our students to have the emotional and academic intelligence to be able to understand and respect the wide array of peoples, cultures, and ideas in modern America and the world. This class will give students a space to dig deeper into race, class and gender in American society and piece together how these affect not only their lives, but America as a whole.

COURSE GOALS

The goal of this course is to give students a deeper understanding of the country that we live in, in order to create more civically-active, well-informed citizens that are excited to vote, volunteer and enact change. Students will build critical literacy skills throughout this course including, but not limited to, the Common Core State Standards for literacy in the History Social Sciences: Reading and Writing , Speaking and Listening. Building these literacy skills will promote student understanding of the issues introduced in this course and support students to collaborate effectively and learn to have respectful disagreement.

COURSE STANDARDS

Common Core State Standards for Literacy Standards in the History/Social Science Reading:

[CCSS.ELA-LITERACY.RH.9-10.1](#)

[CCSS.ELA-LITERACY.RH.9-10.2](#)

[CCSS.ELA-LITERACY.RH.9-10.3](#)

[CCSS.ELA-LITERACY.RH.9-10.4](#)

CCSS.ELA-LITERACY.RH.9-10.5
CCSS.ELA-LITERACY.RH.9-10.6
CCSS.ELA-LITERACY.RH.9-10.7
CCSS.ELA-LITERACY.RH.9-10.8
CCSS.ELA-LITERACY.RH.9-10.9
CCSS.ELA-LITERACY.RH.9-10.10

Common Core State Standards for Literacy in the History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.1
CCSS.ELA-LITERACY.WHST.9-10.2
CCSS.ELA-LITERACY.WHST.9-10.3
CCSS.ELA-LITERACY.WHST.9-10.4
CCSS.ELA-LITERACY.WHST.9-10.5
CCSS.ELA-LITERACY.WHST.9-10.6
CCSS.ELA-LITERACY.WHST.9-10.7
CCSS.ELA-LITERACY.WHST.9-10.8
CCSS.ELA-LITERACY.WHST.9-10.9
CCSS.ELA-LITERACY.WHST.9-10.10

Common Core State Standards for Literacy: Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1
CCSS.ELA-LITERACY.SL.9-10.2
CCSS.ELA-LITERACY.SL.9-10.3
CCSS.ELA-LITERACY.SL.9-10.6

INSTRUCTIONAL MATERIALS

Race, Class and Gender in the United States, by Paula S. Rothenberg

SUPPLEMENTARY MATERIALS:

- Excerpts from books including, but not limited to:
 - White Privilege: Essential Readings on the Other side of Racism, by Paula S. Rothenberg
 - Challenges to Equality: Poverty and Race in America, by Chester Hartman
 - Race, Class and Gender: an Anthology, by Margaret Anderson
 - The Social Construction of Difference and Inequality, by Tracy Ore
 - Roots of Racism, by Kelly Bakshi
 - Race in the Criminal Justice System, by Alexis Burling
 - Experiencing Race, Class and Gender in the United States, by Roberta Fiske-Ruciano

- Current event articles relating to concepts being covered
- Movies (either in clip form or in entirety) including, but not limited to:
 - People Like Us: A Social Commentary
 - 30 Days – Minimum Wage
 - Fruitvale Station
 - Trouble the Water
 - Boys Don’t Cry
 - Milk
 - North Country
 - American History X
 - The Divide (2015)
 - Inequality for All
 - Capitalism: A Love Story
 - 13th
 - Central Park 5

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Units	Common Core State Standards for Literacy in the History/Social Sciences READING	Common Core State Standards for Literacy in the History/Social Sciences WRITING	Common Core State Standards for Literacy in the History/Social Sciences SPEAKING & LISTENING
Unit 1: Narratives of Identity 3 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 2: Deconstructing Race 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 3: Deconstructing Gender 4 weeks	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 4: Deconstructing Class 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.1</u> <u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>

Unit 5: Systems of Privilege and Oppression 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 6: Historical Movements for Equality 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 7: The Justice System 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 8: Stereotyping and the Media 4 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.2</u> <u>CCSS.ELA-LITERACY.WHST.9-10.3</u> <u>CCSS.ELA-LITERACY.WHST.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.9-10.5</u> <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>
Unit 9: Looking Forward 3 weeks	<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.4</u> <u>CCSS.ELA-LITERACY.RH.9-10.5</u> <u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>	<u>CCSS.ELA-LITERACY.WHST.9-10.1</u> <u>CCSS.ELA-LITERACY.WHST.9-10.3</u> <u>CCSS.ELA-LITERACY.WHST.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.9-10.5</u> <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> <u>CCSS.ELA-LITERACY.WHST.9-10.7</u> <u>CCSS.ELA-LITERACY.WHST.9-10.8</u> <u>CCSS.ELA-LITERACY.WHST.9-10.9</u> <u>CCSS.ELA-LITERACY.WHST.9-10.10</u>	<u>CCSS.ELA-LITERACY.SL.9-10.1</u> <u>CCSS.ELA-LITERACY.SL.9-10.2</u> <u>CCSS.ELA-LITERACY.SL.9-10.3</u> <u>CCSS.ELA-LITERACY.SL.9-10.4</u> <u>CCSS.ELA-LITERACY.SL.9-10.5</u> <u>CCSS.ELA-LITERACY.SL.9-10.6</u>

TEACHER RESOURCES

Teaching Tolerance Anti Bias Framework:

<http://www.tolerance.org/sites/default/files/general/PDA%20Critical%20Practices.pdf>

Common Core State Standards for Literacy in History/Social Science

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Books:

White Privilege: Essential Readings on the Other side of Racism, by Paula S. Rothenberg

Challenges to Equality: Poverty and Race in America, by Chester Hartman

Race, Class and Gender: an Anthology, by Margaret Anderson

The Social Construction of Difference and Inequality, by Tracy Ore

Roots of Racism, by Kelly Bakshi

Race in the Criminal Justice System, by Alexis Burling

Experiencing Race, Class and Gender in the United States, by Roberta Fiske-Ruciano

RECOMMENDED STUDENT RESOURCES

See List of Books Under: Teacher Resources

Additional Links will be provided to view each of the following documentary/videos in full:

- People Like Us: A Social Commentary
- 30 Days – Minimum Wage
- Fruitvale Station
- Trouble the Water
- Boys Don't Cry
- Milk
- North Country
- American History X
- The Divide (2015)
- Inequality for All
- Capitalism: A Love Story
- 13th
- Central Park 5

SECTION TWO — COURSE UNITS

UNIT I: Identity and Intersectionality

Unit 1 will revolve around the question “What shapes identity?” Students will begin to learn what race, class and gender are and create working definitions of each that will

evolve over the course of the school year. Students will begin to look at the intersectionality of race, class and gender and apply that knowledge to their own lives.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions: “

- *What shapes identity?*
- *How does intersectionality relate to identity*

Students will be able to:

- *Define race, class and gender and other key academic vocabulary related to the topics introduced in the course in discussions and in writing*
- *Define intersectionality in discussions and in their final culminating writing task: “Personal Identity Narrative”*
- *Read and understand how race, class and gender impact the lives of the authors of various texts*

- *Explain how race, class and gender have affected their lives and shaped their own identities*
- *Discuss potentially controversial and sensitive topics with respect and compassion in class discussions as well as partner discussions.*
- *Name the Big 8 (or 10) social identifiers*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up)*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with race, class & gender.*
- *Students will read and negotiate texts w/ annotation and written responses*
- *Students will participate in partner interviews w/ a classmate about identity and intersectionality*
- *Students will come up with a list of contemporary American issues, and then attempt to categorize them by race, class and gender (or any combination of the above).*
- *using the Big 8 (or 10) identifiers, students will examine intersectionality as well as their own privilege*

Suggested Assessment

- *Students will write a 'Personal Identity Narrative' where they describe their own intersectional identities and communicate their experiences in writing*
- *Students will interview with 3 people that come from varying races, classes and genders in order compare and analyze how they intersect and affect people's lives*

UNIT II: Deconstructing Race

Students will learn how cultural differences and identities regarding race are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by race. We will also discuss race in terms of group identity and culture, not only focusing on racism but also on pride, empowerment and a source of unity.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *What is race?*
- *How has race been historically constructed in the United States?*

Students will be able to:

- *Explain the difference between race and ethnicity in discussions and in short writing pieces*
- *Define their own race (and ethnicity) as well as analyze the importance of that to their own sense of self in both writings and discussions.*
- *Describe the historical construction of racism in the United States through research and readings*
- *Analyze and compare statistical data in regards to different races living in America and their access to things such as education, wealth, justice, healthcare, etc.*
- *Communicate their understandings in short presentations, written texts and through class discussion protocols.*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with race.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about race will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding racism/discrimination.*
- *Students will situate themselves and current issues in their historical contexts: e.g. the Civil Rights Movement*
- *Students will explore issues in their contemporary contexts: e.g. current civil rights and social justice groups regarding race*
- *Students will read and form opinions on controversial topics such as:*
 - o *Black Lives Matter*
 - o *historically black universities*
- *Students will participate in in-class writings and discussions on topics such as:*
 - o *How has race affected you?*
 - o *Is racism inevitable?*
 - o *Who are your friends? Do your friendships cross racial boundaries? Why do you think that is?*
 - o *What would America look like if racism didn't exist?*

Suggested Assessment

Formative:

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

Summative:

- *Students will learn the history of their race and ethnicity by interviewing family, friends, etc. as well as conducting research. They will use this information to write an essay explaining what life in America is like for different races, and use historical evidence to back up their assertions. They will use information from the interviews as well as class discussions and readings for this evidence.*
- *Students will research a contemporary civil rights group that works towards racial equality. They will create a fact-sheet about the organization, explaining how and why it originated and what its main goals are today.*

UNIT III: Deconstructing Gender

Students will learn how cultural differences and identities regarding gender are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by gender. We will also discuss gender in terms of group identity and culture, not only focusing on sexism but also on pride, empowerment and a source of unity.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *What is gender?*
- *How has gender been historically constructed in the United States?*
- *How do race and gender intersect to create deeper levels of identity and oppression?*

Students will be able to:

- *explain the difference between sex and gender as they read and annotate texts and respond to readings and films in discussions*
- *identify and analyze the importance of their gender to their sense of self and communicate their ideas in their final writing task: Gender Autobiography*
- *describe the historical construction of sexism in the United States*
- *analyze and compare statistical data in regards to different sexes and genders living in America and their access to things such as education, wealth, justice, healthcare, etc. in their negotiation of current events, their analyses of texts, videos and other forms of multimedia.*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with gender.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about gender will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding sexism/ discrimination.*
- *Students will situate themselves and current issues in their historical contexts: e.g. the women's suffrage movement, women's liberation movement, gay rights movement, etc.*
- *Students will explore issues in their contemporary contexts: e.g. current civil rights and social justice groups regarding gender, the 2016 election, current politics.*
- *compare Title IX of the Education Amendments with statistics about graduation rates, access to advanced courses, college/ university majors, etc.*
- *Students will read and form opinions on controversial topics such as:*
 - o *Feminist vs. Feminazi*
 - o *the Draft*
 - o *the wage gap*
- *Students will participate in in-class writings and discussions on topics such as:*
 - o *How has sex affected you? Gender?*
 - o *Is sexism inevitable?*
 - o *What would America look like if sexism didn't exist?*
 - o *article: Trans Rights and Bathroom Access Laws: A History Explained*

Suggested Assessment

Formative:

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

Summative:

- *Students will write a gender autobiography, drawing on their readings and reflecting on how their lives have been shaped by their parents'/guardians' understanding of gender as well as current societal understandings of gender. By the end of the assignment students should be able to demonstrate their intellectual understanding of the social construction of gender as well as the ways in which it has impacted their lives.*
- *Students will research a contemporary civil rights group that works towards racial equality. They will create a fact-sheet about the organization, explaining how and why it originated and what its main goals are today.*

UNIT IV: Deconstructing Class

Students will learn how cultural differences and identities regarding class are both created and perpetuated in society. They will also dig deeper into how their own identities and lives have been shaped by the class that they were born into. Students will learn about social stratification and social mobility, as well as the causes of homelessness and why people stay poor. Students will also identify their own class and how that has shaped their access to resources such as education, social status, prestige, food, health, etc.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.1

CCSS.ELA-LITERACY.WHST.9-10.2

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *What is class?*

- *What is social mobility?*
- *How does poverty influence a student's education?*
- *How do race, class and gender intersect to create deeper levels of identity and oppression?*

Students will be able to:

- *define and explain social stratification*
- *distinguish between living in poverty and being poor*
- *analyze minimum wage and decide whether it is actually a "living wage"*
- *explain the causes of poverty and how it is perpetuated in American society*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with social stratification/ class.*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about class will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding class/ classism/ social stratification.*
- *Students will examine consumer culture in America and how it reinforces the class system*
- *contemporary context: statistics on homelessness, poverty, etc.*
- *Students will learn about, discuss and write about topics such as:*
 - o *The reality of pulling yourself up by the bootstraps*
 - o *Regarding poverty, what is the government's responsibility?*
 - o *How has class affected your life?*
 - o *Is poverty inevitable?*
- *Students will compare different definitions of poverty, including the government definition of poverty vs. how much it costs to actually survive and thrive in our community.*
- *Students will analyze statistics about topics such as:*
 - o *unemployment rates by race and ethnicity*
 - o *homelessness, poverty*
 - o *race and poverty in regards to AP classes*
- *Students will read the article, "How School Taught me I Was Poor"*
- *Students will read the article, "The Question of Class"*
- *Students will explore issues in their contemporary contexts: e.g. current laws regarding the homeless, services available, affirmative action, etc.*
- *Students will read and form opinions on controversial topics such as:*
 - o *welfare*
 - o *the causes of homelessness*
 - o *the racial gap compared to the poverty gap*

Suggested Assessment

- *Students will write an informative/explanatory paper analyzing their own ideas and assumptions that they have made about people based on class.*
- *Students will research one of the Richest People in America. They will research their background and how they became wealthy. Did the class that they were born into help them acquire and accumulate wealth? Students will compare how their lives growing up compare to the person they researched. Students will communicate their findings in a short research presentation.*
- *Response Paper to People Like Us: Social Class in America*

UNIT V: Systems of Privilege and Oppression

Students will examine systems of privilege and oppression including race, class, sex, ethnicity, physical ability, age, and sexual identity. Students will be asked to apply this understanding within institutions of their daily lives, including schools and work.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.6

CCSS.ELA-LITERACY.WHST.9-10.7

CCSS.ELA-LITERACY.WHST.9-10.8

CCSS.ELA-LITERACY.WHST.9-10.9

CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.SL.9-10.3

CCSS.ELA-LITERACY.SL.9-10.4

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *What is power and who has it?*
- *What is privilege and who has it?*
- *How do systems of power and privilege contribute to oppression?*
- *What are “Dominant Narratives”?*

Students will be able to:

- *distinguish between power and privilege*
- *recognize their own privilege and how it benefits them, as well as how it impacts daily life*
- *recognize and engage with dominant narratives*
- *distinguish between equity and equality*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with power and privilege.*

- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about power and privilege will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding power and privilege.*
- *Students will read and form opinions on controversial topics such as:*
 - o *white privilege*
 - o *the glass ceiling*
 - o *rape culture*
- *Students will read the article, “Institutionalized Discrimination”*
- *Students will read the article, “Tainted ‘Justice’ at the EPA”*
- *Students will analyze textbooks in an attempt to identify the dominant narrative.*
- *Students will explore issues in their contemporary contexts: e.g. politics and politicians,*
- *Students will watch the TED Talk “The Power of Privilege” and respond in writing and discussion*
- *Students will learn about the different types of privilege, using the Big 8/10 identifiers that were discussed in Unit 1*

Suggested Assessment

Formative:

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

Summative:

- *Students will compare data from JFK (graduation rate, AP students, suspension rates, etc.) to a school with different demographics. They will analyze the differences and use them to identify the systems of power and privilege here on the JFK campus.*
- *Invisible Knapsacks - in self-selected groups (by different types of privilege), students will dig into that specific privilege by reading a list of examples of that privilege and then, as a group, responding to prompts. They will then individually answer the question “Why is it important to be aware of privilege and how can we use our privilege to create positive change?”*

UNIT VI: Historical Movements for Equality

Students will trace the development social justice movements such as the women’s movement, civil rights, etc., as well as acts of resistance by women, people of color, and working class in the United States. They will focus on the goals and motivations of each movement, and will analyze the success and significance of them. Students will learn about how gender roles, class, and race categories in the United States have changed over time, which has led to changes in different civil rights movements.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3
CCSS.ELA-LITERACY.RH.9-10.5
CCSS.ELA-LITERACY.RH.9-10.7
CCSS.ELA-LITERACY.RH.9-10.8
CCSS.ELA-LITERACY.RH.9-10.9
CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2
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CCSS.ELA-LITERACY.SL.9-10.2
CCSS.ELA-LITERACY.SL.9-10.3
CCSS.ELA-LITERACY.SL.9-10.4
CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *How have historical movements for equality developed over time?*
- *What are some of the ways that people choose to face injustice?*
- *Which movements in history were the most effective and why?*

Students will be able to:

- *explain the historical importance of historical movements for equality including, but not limited to:*
 - o *Civil Rights Movement*
 - o *women's movement*
 - o *labor movement*
 - o *Chicano Movement*

- *American Indian Movement*
- *LGBT and gay liberation*
- *gender equality*
- *economic justice movements*
- *connect historical movements to their contemporary counterparts and trace the evolution and change of the movements over time*
- *research local organizations that are currently working towards equality*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will read and negotiate texts w/ annotation and written responses.*
- *Students will read about and form opinions on topics such as:*
 - *Black Lives Matter vs. All Lives Matter*
 - *#MeToo*
- *Students will examine contemporary forms of activism, including social media and music.*

Suggested Assessment

Research: Students will research a current event focusing on a civil rights issue related to race, class, and/or gender. They will then also research the long-term historical systems and events that have brought this issue to its current state. They will also research local organizations working towards justice regarding that particular civil rights issue. Students will need to contact the organization and interview someone there about what is being done and what still needs to be done. They will then come up with an action plan for anyone that wants to get involved.

Students will research and create timelines tracing the origins of equality movements to where they are today. They will use this information to write an argument responding to the question, “Which social movement has had the most lasting impact? How?”

UNIT VII: Crime and The Justice System

Students will analyze crime statistics, both in regards to the perpetrators, as well as the victims. Students will connect the criminal justice system with issues of systemic abuse like inmate abuse, racial profiling, inequality in the implementation of the death penalty, prison overcrowding, recidivism, rehabilitation programs and alternative sentencing.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.1
CCSS.ELA-LITERACY.WHST.9-10.3
CCSS.ELA-LITERACY.WHST.9-10.4
CCSS.ELA-LITERACY.WHST.9-10.5
CCSS.ELA-LITERACY.WHST.9-10.6
CCSS.ELA-LITERACY.WHST.9-10.7
CCSS.ELA-LITERACY.WHST.9-10.8
CCSS.ELA-LITERACY.WHST.9-10.9
CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1
CCSS.ELA-LITERACY.SL.9-10.2
CCSS.ELA-LITERACY.SL.9-10.3
CCSS.ELA-LITERACY.SL.9-10.4
CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *How does the criminal justice system symbolize and perpetuate systemic oppression against people based on race, class and gender?*
- *What are justice and injustice?*
- *How does the U.S. legal system affect different groups of people, and how can they help achieve justice in their community?*

Students will be able to:

- *define justice and injustice*
- *analyze the criminal justice system and crime from various perspectives*
- *understand and use statistics to make and defend positions*
- *recognize and challenge the dominant narrative regarding both crime and justice in America*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will engage in current event analysis, in which they will find and analyze news articles connected with the criminal justice system and crime, related to race, class and/or gender .*

- *Students will read and negotiate texts w/ annotation and written responses.*
- *Partner interviews w/ a classmate about crime and the justice system will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding crime and the justice system*
- *Students will read and form opinions on controversial topics such as:*
 - o *capital punishment*
 - o *school to prison pipeline*
 - o *Blue Lives Matter*
 - o *absolute immunity of prosecutors and DA's*
 - o *victim blaming*
- *Students will read "Race in the Criminal Justice System"*
- *Students will read the article, "Where do we go after Ferguson?"*
- *Students will read the article, "How Safe is America?"*
- *Students will read the article, "No Equal Justice: Race & Class in the American Justice System"*
- *Students will analyze news media (tv, online, etc.) for the portrayal of different groups of people perpetrating crimes*
- *Students will watch the TED Talk "Am I Not Human?" and respond in writing and discussion*
- *Students will analyze statistics on the following:*
 - o *Who is committing crimes? Breakdown by race, class and gender*
 - o *Who is incarcerated? Breakdown by race, class and gender*
 - o *Who is on death row? Breakdown by race, class and gender*
 - o *Who is arrested? Breakdown by race, class and gender*

Suggested Assessment

Formative:

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

Summative:

- *Project: As a class, students will come up with a list of the issues with our criminal justice system. They will then, in pairs, be assigned one issue that they will research further. How did this come about? Who is it affecting? Has anyone tried to fix it? What still needs to be done?*
- *Students will research new ideology surrounding the idea of getting rid of prisons. They will then make an argument, using evidence, on whether the United States should abolish the prison system.*

UNIT VIII: Stereotypes and the Media

Students will learn about different stereotypes regarding race, class and gender and how these stereotypes reinforce and intensify racism, sexism and classism. They will examine their own preconceived ideas and the stereotypes that they consciously or unconsciously use to navigate the world around them. Students will also analyze and compare different types of media and the portrayal of race, class and gender in music, movies, television, advertisements, magazines, etc.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9
CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.2
CCSS.ELA-LITERACY.WHST.9-10.3
CCSS.ELA-LITERACY.WHST.9-10.4
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CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

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CCSS.ELA-LITERACY.SL.9-10.4
CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *How do stereotypes reinforce systems of oppression in the United States?*
- *How does the media shape our lives and our perceptions of others?*
- *How does the media reinforce systems of oppression in the United States?*

Students will be able to:

- *identify stereotypes in everyday life/ society*
- *identify stereotypes in different forms of media*
- *recognize the dominant narrative portrayed by the media*
- *challenge stereotypes and the dominant narrative*
- *come up with an alternative narrative*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *Students will read and negotiate texts w/ annotation and written responses.*

- *Partner interviews w/ a classmate about stereotypes will provide opportunities for students to engage in respectful dialogue around key issues*
- *Students will write about and share their own personal experiences regarding stereotypes*
- *Students will read and form opinions on controversial topics such as:*
 - o *gender and beauty*
 - o *team mascots*
 - o *fatphobia*
 - o *cultural appropriation/ assimilation*
- *Students will read “Beyond Stereotyping”*
- *Students will read “Racist Stereotyping in the English Language”*
- *Students will watch the TED Talks “Unconscious Bias” and “The Science of Stereotypes” and respond in writing and discussion*

Suggested Assessment

Formative:

- *in-class discussions*
- *quick writes*
- *reading annotations*
- *reading responses*

Summative:

- *Students will keep a log for one week in which they identify stereotypes in the media. They will need to keep track of stereotypes that they notice in tv shows, commercials, movies, music, etc. They will need to record the following*
 - *name of the show, movie, song, etc.*
 - *the stereotype portrayed*
 - *how did it make you feel when you noticed the stereotype?*
- *Afterwards, they will answer the following:*
 - *What biases or gaps can you identify in the media?*
 - *What issues are being talked about in the media?*
 - *What and who is being left out?*
 - *How are certain groups portrayed by the media?*
- *Students will answer the question, “Is there a place in society for stereotypes? Do they serve a purpose?”*
- *Students will write a personal narrative of a time in their life that they experienced biased behavior due to their race, age, class, gender, or what they were wearing. They will explain the situation:*
 - *How did you know that you were being judged?*
 - *What words or actions were directed at you because of assumptions or stereotypes being made about you?*
 - *Why do you think those assumptions were being made about you?*

- *How did the experience make you feel at the time?*
 - *How does the experience make you feel now that you are looking back on it ?*
 - *How did the experience make you feel?*
 - *Did you say/ do anything in response to the situation?*
 - *Is there anything that you would go back and change about the experience?*
- *Students will research a historical figure that broke stereotypical boundaries (race, class, gender, etc.). They will not only give a history of what they did, but also look into the backlash/ response to them. They will also look at the long-term significance of their accomplishments.*

UNIT IX: Looking Forward

As the culminating unit of the class, students will complete a final project in which they take information they have learned over the course of the year and apply it to their own community and school, coming up with an action plan to move towards greater racial, class and gender equity.

Standards Addressed

Literacy Standards for History/Social Science Reading:

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9-10.2

CCSS.ELA-LITERACY.RH.9-10.3

CCSS.ELA-LITERACY.RH.9-10.4

CCSS.ELA-LITERACY.RH.9-10.5

CCSS.ELA-LITERACY.RH.9-10.6

CCSS.ELA-LITERACY.RH.9-10.7

CCSS.ELA-LITERACY.RH.9-10.8

CCSS.ELA-LITERACY.RH.9-10.9

CCSS.ELA-LITERACY.RH.9-10.10

Literacy Standards for History/Social Science Writing:

CCSS.ELA-LITERACY.WHST.9-10.1
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CCSS.ELA-LITERACY.WHST.9-10.8
CCSS.ELA-LITERACY.WHST.9-10.9
CCSS.ELA-LITERACY.WHST.9-10.10

Speaking and Listening CCSS:

CCSS.ELA-LITERACY.SL.9-10.1
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CCSS.ELA-LITERACY.SL.9-10.4
CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.9-10.6

Instructional Objectives

Students will be able to answer the following essential questions:

- *How do we / should we move forward as a society? What role do we have in initiating and pushing forward change?*
- *What keeps people from getting involved in fighting injustice?*

Students will be able to:

- *identify problems in our school and community related to race, class and gender*
- *conduct research, interviews, etc. about an issues that they have identified*
- *create an action plan with actual steps to move towards change*

Suggested Activities

- *Students participate in class discussions in small groups, with partners and as a whole class (w/ follow-up).*
- *As a class, students will identify issues of concern at John F. Kennedy and the surrounding community, or the neighborhoods tin which they live.*
- *In groups, students will choose a focal issue and will conduct research (including interviews, surveys, observations, etc.) to gain information about how that issue affects the student population or the community*

- *Students will come up with suggestions (and actionable steps) to raise awareness/ attention about the issue*
- *Students will create an action plan/ activist plan in which they come up with suggestions on how to improve/ fix the issue they have researched*
- *Students will follow through on at least one of the suggestions in their action plan and write a follow-up report.*

Suggested Assessment

- *Final Project: Students will look at current issues of concern in the school and community in relation to what we've talked about in class. They'll choose a topic to focus on, and create an activist project/ action plan in which they address the inequalities that they have discovered. They'll need to do interviews, surveys, observation and research before coming up with a proposal in which they suggest ways to garner attention for the issue that they have discovered. Students will be expected to come up with a goal or action that they will follow up on and report back to the class.*



COURSE OF STUDY

FOR

Coding for Mathematics MQR410/MQR411

Segment

High School

Length of Course

One Year

Developed by

JFK Math Department

First Edition

Fall, 2019

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION TWO — COURSE UNITS

- Unit I: Console Interaction with Python
- Unit II: Conditionals and Looping
- Unit III: Functions
- Unit IV: Lists
- Unit V: Intro to Swift and Interface Building
- Unit VI: Intro to UIKit
- Unit VII: Navigation and Workflows

Coding for Mathematics

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Students will learn the elements of coding while completing task-based projects that will eventually culminate into a larger body of work. In doing so, students will gain new insights into the algorithmic nature of problem solving, as well as gain a basic understanding of how programs and apps are constructed.

RATIONALE

This course will provide an entry-level experience in programming. The class will link elements of programming in the Python and Swift languages to the mathematics curricula at JFK. JFK does not currently have a class that covers programming. Many students have expressed their interest in the skill.

COURSE GOALS

Upon completion of this course, students will be able to:

- Create programs that solve/explore subject matter from the math and science classes they were previously/currently enrolled in.
- Define and acquire variables from a user, then use those variables to compute/develop/inquire the goal the program.
- Apply mathematical operators to obtain information that is too laborious to gather by hand.
- Check for true/false conditions and understand how they are integral part of the framework of programming.
- Establish a loop to that empowers the programmer to check for multiple conditions and allows the user the to path their way through a program to meet their needs.
- Diagnose and debug a program that is not functioning properly.
- Design simple apps that can be operated through an appropriate user interface.

COURSE STANDARDS

California K-12 Computer Science Standards:

- Design algorithms to solve computational problems using a combination of original and existing algorithms (9-12.AP.12)
- Create more generalized computational solutions using collections instead of repeatedly using simple variables (9-12.AP.13)
- Justify the selection of specific control structures by identifying tradeoffs associated with implementation, readability, and performance (9-12.AP.14)
- Document decisions made during the design process using text, graphics, presentations, and/or demonstrations in the development of complex programs (9-12.AP.22)
- Translate between different representations of data abstractions of real-world phenomena, such as characters, numbers, and images (9-12.DA.8)
- Demonstrate ways a given algorithm applies to problems across disciplines (9-12.IC.25)
- Implement searching and sorting algorithms to solve computational problems (9-12S.AP.12)
- Develop programs for multiple computing platforms (9-12S.AP.20)
- Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (e.g., code documentation) while developing software within a group (9-12S.AP.25)
- Compare multiple programming languages, and discuss how their features make them suitable for solving different types of problems (9-12S.AP.26)

INSTRUCTIONAL MATERIALS

The materials that will be used are free from various websites that encourage the use of the information. Projects and assessments will be written by the instructor.

SUPPLEMENTARY MATERIALS:

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1: Console Interaction with Python	25 days
Unit 2: Conditionals and Looping	25 days

Unit 3: Functions	20 days
Unit 4: Lists	20 days
Unit 5: Intro to Swift and Interface Building	30 days
Unit 6: Intro to UIKit	30 days
Unit 7: Navigation and Workflows	30 days

TEACHER RESOURCES

- [khanacademy.org/computing/](https://www.khanacademy.org/computing/)
- [code.org](https://www.code.org/)

RECOMMENDED STUDENT RESOURCES

- [khanacademy.org/computing/](https://www.khanacademy.org/computing/)
- [code.org](https://www.code.org/)

SECTION TWO — COURSE UNITS

UNIT I: Console Interaction with Python

Unit 1 focuses on acquainting students with the Python console and programming environment they will be working with throughout the first semester. Students will create basic programs that can take in different data types as an input, store this data in variables, and then output the results. Students will also manipulate numerical data with fundamental math operations.

Standards Addressed

California K-12 Computer Science Standards in Unit 2:
; 9-12.AP.22; 9-12S.AP.25

Instructional Objectives

Students will be able to:

- Print messages and variables to the console
- Recognize syntax errors
- Store data in variables
- Read input from a user
- Print out text and numerical data
- Use basic math operations (+ - * / **)
- Comment their code to make it clear and understandable for others

Suggested Activities

Developing a time conversion program. The program will prompt the user to enter in a time of their choosing. The program then converts the time to a different time zone of the student's choosing.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT II: Conditionals and Looping

Unit 2 will expand on the skills students developed in Unit 1 by introducing the concepts of conditionals and loops. Students will learn how to compare values, check for conditions, and create programs that make decisions based on these results. In addition, they will use loops to repeat sections of code. The unit will culminate in developing programs that employ these techniques.

Standards Addressed

California K-12 Computer Science Standards in Unit 2:
9-12.AP.14

Instructional Objectives

Students will be able to:

- Use the if/elif/else control structure
- Understand the difference between assignment and comparison
- Make comparisons using ($>$ $<$ $=$ $!=$ $>=$ $<=$)
- Loop over a range of numbers
- Sum numbers using a loop
- Use counters to step in loops

Suggested Activities

- Building an age guessing program that guesses the user's age and systematically adjusts its guess until it is correct.
- Creating a factoring program that can factor any integer given to it by the user. This can be expanded into a quadratic factoring program later in the course.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT III: Functions

This unit focuses on functions. Students will incorporate coding skills they have learned up to this point into building functions that can be called at any point in a program.

Standards Addressed

California K-12 Computer Science Standards in Unit 3:
9-12.IC.25; 9-12.DA.8

Instructional Objectives

Students will be able to:

- Use functions to support modularity in developing programs.
- Simplify code by implementing functions to reduce repetitive blocks
- Pass different types of variables into a function
- Utilize a Random Number Generator and understand its potential applications

Suggested Activities

- Creating a function that converts between any two units of measurement. A simple example would be converting from Fahrenheit to Celsius and vice-versa. Once students have a working program for one type of conversion, they can expand their code so that the user is able to choose from a variety of unit conversions.
- Creating a function that converts between two types of data, as would be necessary in a program for conversion between two types of files; for example, students could convert text from ASCII to Unicode by designing and implementing simple function.
- Creating a function that outputs a random number within certain specifications provided by the user. This type of code will be designed so that it is quick and easy to modify it to tailor it to many different applications; for example, the random number generated could be used for a statistics simulation, or with a slight change of code be reapplied to select the winner of a lottery.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT IV: Lists

Unit 4 introduces the idea of lists and how they can be used to store and organize data. Students will be able to apply previously learned coding techniques to search through lists, alter specific values, and organize them according to various sorting algorithms.

Standards Addressed

California K-12 Computer Science Standards in Unit 4: 9-12.AP.13; 9-12S.AP.12

Instructional Objectives

Students will be able to:

- Access and modify elements in a list
- Sort and reverse a list
- Create a list to store multiple values
- Work with more advanced data structures, such as 2D lists and Dictionaries

Suggested Activities

Create a program that can automatically provide basic statistical measure such as mean, median, and deviation for data that the user inputs.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT V: Intro to Swift and Interface Building

Unit 5 reexamines many of the concepts and skills learned in the previous units and gives insight into how they are applied in the Swift programming environment. Students will also be introduced to the concept of creating an interface for the user to interact with, as well as some basic concepts of app design.

Standards Addressed

California K-12 Computer Science Standards in Unit 6:
9-12.AP.17; 9-12S.AP.20; 9-12S.AP.25; 9-12S.AP.26

Instructional Objectives

Students will be able to:

- Create programs that accomplish the same task as ones they have previously created in Python
- Create programs using pre-constructed modules and libraries
- Navigate through the Xcode IDE for Swift
- Compare and contrast the features of Python and Swift

Suggested Activities

Students can convert any of their previous projects they wrote in Python into one that accomplishes the same task in Swift. They can then implement their program through a simple user interface. Students can then reflect upon the advantage each language offered; for example, perhaps Python contained a

library that made the code simpler to write, but the app-oriented nature of Swift made creating a mobile version much simpler.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT VI: Intro to UIKit

Unit 6 further expands on constructing interfaces by introducing them to the UIKit. Here they will learn to add buttons, sliders, and other features that are commonly used in apps.

Standards Addressed

California K-12 Computer Science Standards in Unit 6:
9-12.AP.12; 9-12.AP.22; 9-12S.AP.25

Instructional Objectives

Students will be able to:

- Design algorithms to solve computational problems using a combination of original and existing algorithms
- Document their development in the process of creating apps
- Use more advanced features in the Xcode environment

Suggested Activities

Building an app that serves as a simple word guessing game. The user has a limited number of tries to guess the letters in a word randomly selected from a list. Students will spend time commenting their code and planning the assembly of the final app through the use of basic flow charts. This will culminate in group presentations of the final app to the rest of the class.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.

UNIT VII: Navigation and Workflows

Unit 7 focuses on creating apps with multiple views that are connected in a logical and concise manner.

Standards Addressed

California K-12 Computer Science Standards in Unit 7: 9-12.AP.22; 9-12S.AP.25

Instructional Objectives

Students will be able to:

- Develop an app that can accomplish a set of related multiple tasks
- Create tools to help them and their peers with studying a variety of topics
- Apply algorithms to solve a variety of real-world problems

Suggested Activities

Designing a quiz app that students can use to study for math or any other subject. Similarly to the suggested activity in the previous unit, students will again be required to document their development via the use of flow charts, commenting, etc. As before, this will culminate in group presentations of the final app to the rest of the class.

Suggested Assessment

Formative Assessment Strategies

- Use informal formative assessment strategies on a daily basis, for example, in the form of exit tickets, individual whiteboards, and/or student engagement in small group and whole group discussions

Summative Assessment Strategies

- Summative assessments for this course will be in the form of projects, both individual and group-based, where students create programs that accomplish tasks like those mentioned in the suggested activities.



COURSE OF STUDY

FOR

**Visual Literacy in Health Care: Using DataViz and Infographics in
Epidemiology (English Elective)**
Course Code: CCBYDW

Segment	High School
Length of Course	One Year
Developed by	Christin O’Cuddehy
First Edition	Fall 2018

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE – General Information

Course Description

Visual Literacy in Health Care: Using DataViz and Infographics in Epidemiology is a college preparatory English elective course that integrates health and medical science concepts, domain-specific text genres, and disciplinary terminology with a strong emphasis on technology skills. The course may be taught as a full year, or as an Introductory course and then and Advanced in two semesters.

Rationale

The use of data visualization and infographics in epidemiology is becoming more and more widespread. Students intending to enter the health and medical fields will need to be highly literate not only in the reading and comprehension of such visual texts, but also in their creation. In this course, students will learn to construct complex meaning from deep reading of visual texts and demonstrate that knowledge through the writing of informational and analytical essays.. Students will learn to synthesize and interpret health data into visual formats with layers of complex meaning. In addition to learning discrete skills in reading and writing data in visual formats, this course has a heavy emphasis on critical and abstract thinking. The culminating project for this course is the presentation of a portfolio of student work demonstrating mastery of the subject matter.

Course Goals

Upon completion of this course, students will be able to:

- Evaluate and analyze a wide range of complex visual texts to construct meaning
- Translate between written and visual data
- Make logical inferences from textual evidence about health determinants that may be risk factors for disease.
- Create a 3 – 5 page analytical essay on text types
- Give oral presentations of both their original works and their analyses of professional texts.
- Create a variety of electronic presentations as well as a professional resume.
- Students will be evaluated based upon their ability to analyze and synthesize their research and present it in complex visual texts

California Common Core English Standards for 11 - 12th Grade

Reading Standards (RS)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.)
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
 - a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Range of Reading and Level of Text Complexity
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the

high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards (WS)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Production and Distribution of Writing
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
 5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
 8. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works

9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards (SLS)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA
 - b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

CTE STANDARDS

- 1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
- 2.0 - Understand Public Health and related issues
3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
6. 0 - Determine what aspects of health care are crucial to society
7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
10. 0 - Consider and research careers in the health care industry

HPHS PRIDE Outcomes

Powerfully Prepared for College and Career (by):

- Demonstrating proficiency in the ability to prepare college-level research papers
- Turning in high quality, legible, and completed work
- Preparing to continue their education and career goals beyond graduation

Responsible Citizen (by):

- Turning in all assignments on time
- Coming prepared to class with all of the necessary items and ready to learn
- Maintaining organization of all handouts and assignments
- Treating all students with patience and respect
- Advocating for themselves in a mature and appropriate manner

Independent Critical Thinker (by):

- Generating and answering complex questions that require multiple steps and synthesis of various sources of information
- Incorporate varying viewpoints to arrive at logical, well-reasoned conclusions
- Successfully use guidelines (rubrics) to organize and accurately evaluate the task(s) presented to you

Determined Life Long Learner (by):

- Being intrinsically motivated to answer complex questions that are not necessarily within the given curriculum
- Staying motivated to achieve proficiency in topics

Excellent Communicator (by):

- Completing various projects that are complete and thorough
- Acting and speaking professionally in the classroom
- Demonstrating knowledge, use and pronunciation of domain-specific vocabulary when speaking and writing
- Using various media and computer programs to enhance presentations and discussions

INSTRUCTIONAL MATERIALS

Cairo, Alberto. *The Functional Art: An Introduction to Information Graphics and Visualization*. New Riders, 2013.

Krum, Randy. *Cool Infographics: Effective Communication with Data Visualization and Design*. Indianapolis: John Wiley & Sons, Inc., 2014.

Tufte, Edward R. *The Visual Display of Quantitative Information; 2nd Edition*. Cheshire: Graphics Press, 2001.

SUPPLEMENTAL MATERIALS (PARTIAL LIST)

Ashton, Danny. 13 Reasons Why Your Brain Craves Infographics. 2016.
 <<https://neomam.com/interactive/13reasons/>>.

Bisk Education for University of South Florida. The Difference Between Health Informatics and Health Information Management. 2017. Bisk Education. 24 Feb 2017.
 <<https://www.usfhealthonline.com/resources/career/differences-between-health-informatics-and-health-information-management/#.WLTcLxIrLVp>>.

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 <<https://www.cdc.gov/DataStatistics/>>.

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Clark, Dorie. Data Visualization is the Future: Here's Why. 2016.
 <<https://www.forbes.com/sites/dorieclark/2014/03/10/data-visualization-is-the-future-heres-why/#544f8c5a1884>>.

Ferdio. DataViz Project Home. 2017. <<http://datavizproject.com/>>.

Leung, Iris. Using Visuals To Tell Consistent Stories In Healthcare. 2018.
 <<https://piktochart.com/blog/user-story-visuals-healthcare/>>.

McCrorie, A.D., C Donnelly and KJ McGlade. "Infographics: Healthcare Communication for the Digital Age." May 2016. ncbi.nlm.nih.gov. Ulster Medical Journal.
 <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4920488/>>.

Schwabish, Jonathan. Remake: Tables from the USDA. 2016.
 <<https://policyviz.com/2018/05/03/remake-tables-from-the-usda/>>.

Suggested Time for Covering Major Units

Unit I – Introduction to Visual Literacy & Epidemiology	2 weeks
• Syllabus, Diagnostic Assessment	1 day
• Set up ongoing assignments and course procedures	4 days
• Visual Literacy and the role of Infographics in Health Care	2 days
• Epidemiology Poster	2 days
• Unit Test	1 day
Unit II – Reading Visual Texts	6 weeks
• Elements of Art	1 week
• Principles of Design	1 week
• Graphic Design as Functional Art	1 week
• Visual Rhetoric	2 weeks
• Comparative Literature Essay & Poster	1 week
Unit III – Graphs & Charts: Foundations of DataViz	5 weeks
• Graphs & Charts – Visible Data Relationships	2 weeks
• Introduction to Spreadsheets – Excel Basics	1 weeks
• Graphing Health Data	2 weeks
Unit IV – DataViz to Infographics	5 weeks

• Infographic Types and Hierarchy of Complexity	2 weeks
• Rhetorical Analysis of Visual Texts	2 weeks
• Health and Medical Infographics	
Unit V – Designing Infographics: Practicum	15 weeks
• Public Health Concerns	3 weeks
• Health Careers	3 weeks
• Preventative Medicine	3 weeks
• History of Disease	3 weeks
• Instructions for Patient Care	3 weeks
Unit VI – Portfolio Culminating Project	3 weeks
• Infographic Resume & Cover Letter	1 week
• Compile and Finalize Portfolio	1 week
• Portfolio Presentations	1 week

TEACHER RESOURCES

- Cook, Gareth and David Byrne. *The Best American Infographics* 2013. Mariner, 2013.
- Cook, Gareth and Maria Popova. *The Best American Infographics* 2015. Mariner Books, 2015.
- Cook, Gareth and Nate Silver. *The Best American Infographics* 2014. Mariner, 2014.
- Cook, Gareth and Robert Krulwich. *The Best American Infographics* 2016. Mariner Books, 2016.
- McCandless, David. *The Visual Miscellaneum: Revised and Reimagined*. New York: Harper Collins, 2012.
- Tufte, Edward R. *Envisioning Information*. 14. Cheshire: Graphics Press, LLC, 1990.
- Yau, Nathan. *Data Points: Visualization that Means Something*. Indianapolis: John Wiley & Sons, Inc., 2013

SECTION TWO — COURSE UNITS

UNIT I – Introduction to Visual Literacy and Epidemiology

Unit 1 covers the basics of what visual literacy entails and how data visualization and infographics are utilized in the field of epidemiology and other areas of public health. Students will learn why this form of literacy is important, and where skills in dataviz and Infographics are applied in both college and career. Additional topics covered are the landscape of the current growing information overload, the brain science behind why visual texts are so effective, and how translating data into images allows for better comprehension and understanding of mass information. Students will compare written and visual texts and learn to recognize similarities in rhetorical strategies and structure in preparation for later work translating between textual and graphic representation of data.

Standards Addressed

CCSS Reading Standards: RI-1, 2, 3, 5, 7

CCSS Writing Standards: 2, 4, 6, 10

CCSS Speaking and listening Standards: 1, 2, 4

CTE Standards: 2, 3, 7

Instructional Objectives

- Students will understand the importance of visual literacy and begin to develop a wide variety of examples of how it is used
- Students will begin to acquire domain-specific language.
- Students will understand the scope and application of epidemiology within the field of health and medicine

Suggested Activities

1. Interactive Concept Journal -

Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.

2. Epidemiology Poster –

Students will create a poster that defines and explains exactly what the field of Epidemiology is. This is a formative assessment to measure students' skill with and understanding of graphic design principles.

3. Portfolio Set-up –

Students will capture examples of their best work to demonstrate their mastery of skills. Culminating project will include presentation of this portfolio at end of course.

Suggested Assessment

1. Diagnostic Assessment –

Students will take a diagnostic assessment to determine their level of literacy with visual data representations and infographics. Assessment will demand close reading of visual texts including graphs, charts, and infographics in order to answer questions about both the content of the texts and their rhetorical strategies.

2. Unit Test 1 –

Assessment of mastery of introductory materials and skills. Short answer, reading comprehension.

UNIT II – Reading Visual Texts

In this unit, students will learn fundamental skills to read and produce visual texts. Students will learn to recognize and utilize the Elements of Art and Principles of Design and explore how they differ between print and digital media. Particular focus will be on graphic design elements such as font choice, layout, and style. Students will compare the rhetorical elements of visual texts to written texts exploring such concepts as how font and color evoke tone and mood and how one identifies persona and ethos in a visual text.

Standards Addressed

CCSS Reading Standards: RL1, 2, 5, RI1, 2, 3

CCSS Writing Standards: 2, 4, 5, 8

CCSS Speaking and listening Standards: 1, 4, 5, 6

CTE Standards: 7, 8

Instructional Objectives:

Students will be able to:

- Use proper APA format in essays and research papers
- Read and Write informational and argumentative texts
- Recognize, define, and utilize specific art and design terms (domain-specific vocabulary)
- Complete a rhetorical analysis and comparison between texts from different genres
- Use knowledge of elements and principles of design to create graphics
- Present their work orally before the class

Suggested Activities:

- 1. Interactive Concept Journal**
Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.
- 2. Rhetorical Analysis of Texts**
Students will analyze a number of different visual texts to demonstrate their understanding of the Elements of Art and Principles of design.
- 3. Essay: Comparative Literature Analysis**
Students will choose a written text and an infographic to compare through rhetorical analysis. Essay will consist of 1000 – 1200 words in APA format.
- 4. Poster: Comparative Literature Analysis**
Students will create a companion visual text to accompany their written essay. Students will then present their visual text to the class.
- 5. Portfolio Assignment Unit 2**
In addition to the Comparative Literature Analysis Essay, students may choose up to three additional pieces of work from this unit.

Suggested Assessments:

- **Unit Test 2 –**
Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts and rhetorical strategies for both visual and written texts. Emphasis on reading comprehension and analysis of visual texts.

UNIT III: Graphs and Charts: Foundations of DataViz

This unit will introduce students to spreadsheets including Excel and Google Sheets. Students will learn the basic theory behind relational databases and what types of charts are best suited for presenting what kind of data relationships. Students will learn to translate between textual data, spreadsheet data, and graphic representations and practice converting spreadsheet data into Graphs and Charts.

Standards Addressed

CCSS Reading Standards: RI 7, RST 2, 4, 5, 7

CCSS Writing Standards: WHST 2a, b, d, 4, 6, 7, 8

CCSS Speaking and listening Standards: 1, 4, 5, 6

CTE Standards: 7, 8, 9

Instructional Objectives

Students will be able to:

- Identify and explain different types of data relationships and how they are used to convey information
- Read graphs and charts of moderate complexity
- Create a multipage Excel document using data-linking
- Use Excel to create a graph
- Embed graphs into a digital presentation
- Read and interpret scientific and medical data in order to present observations about data relationships.

Suggested Activities

1. Interactive Concept Journal

Students will capture vocabulary, notes, project plans, and process writing in a journal which they will bring with them to class each day.

2. Informative Visual Text

Students will create a visual text explaining data relationships and corresponding types of graphs and charts that best display those relationships

3. Graph Analysis

Analysis and explication of complex graph. (There will be several lessons and practice tasks for this before submitting this assignment for a grade.)

4. Excel Spreadsheet

Creation and design of a multi-page Excel spreadsheet using data-linking

5. CDC Graph

Graphical representation of data from CDC showing two or more relationships

6. Portfolio Assignment Unit

Students will include one or more explications of complex graphs and their choice of any three assignments from this unit that demonstrate focus skills.

Suggested Assessment

- **MIDTERM -**

Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts, Excel skills, close reading of complex graphs and charts, translation from text to visual representation of data and back, knowledge of how specific data relationships can best be visually represented.

UNIT IV: DataViz to Infographic

This unit builds on the previous two by transitioning students from graphs and charts to the more complex messages presented by infographics. Students will learn the 8 Types of Infographics as well as the hierarchy of complexity. Students will practice rhetorical analysis of infographics determining purpose, audience, tone, and rhetorical strategy and evaluate the effectiveness of different texts. Specialized focus on the use of infographics in the health and medical sciences.

Standards Addressed

CCSS Reading Standards: RI/RST 2, 4, 5, 6
CCSS Writing Standards: W 2b, d, f, WST 2, 6, 10
CCSS Speaking and listening Standards: 1, 3
CTE Standards: 3

Instructional Objectives

Students will be able to:

- Differentiate between types of infographics and their uses
- Demonstrate their knowledge of infographic types in analytical writing
- Apply their knowledge of infographic types to the creation of their own visual texts

Suggested Activities

1. Interactive Concept Journal:

Ongoing from start of course

2. Daily Infographic

Quick analysis of infographics for purpose, audience, tone, and rhetorical strategy. Students will utilize PAPA Square technique developed by CSU for the ERWC

3. Infographic Analysis

Visual representation of infographic analysis. Students will choose an infographic to analyze and explain. Students will create a visual annotation and explication of the infographic using digital technology. (Student choice of software application)

4. Portfolio Assignment Unit 4:

Students will include their Infographic Breakdown and choose two of their daily analysis assignments. Works must include 1-page explanation describing the creation of the infographics, including planning, rhetorical choices, and technical skills demonstrated.

Suggested Assessments

- **Unit Test 4 –**
Cumulative assessment demonstrates mastery of vocabulary, disciplinary concepts and rhetorical strategies for both visual and written texts. Emphasis on reading comprehension and analysis of visual texts.

UNIT V: Designing Infographics - Practicum

In this unit, students will create multiple, varied, infographics demonstrating their mastery of skills and concepts. Assignments will entail a large amount of student choice depending on either topic or infographic type.

Standards Addressed

CCSS Reading Standards: RI 1, 3, 7, RST 1, 5, 7

CCSS Writing Standards: 1, 2, 6, 8, RST 2, 6

CCSS Speaking and listening Standards: 1, 2, 4

CTE Standards: 2, 4, 8, 10

Instructional Objectives

Students will be able to:

- Research topics from multiple reliable sources
- Correctly cite sources in APA format
- Argue for specific medical interventions
- Concisely explain difficult medical concepts through visual texts

Suggested Activities

1. Interactive Concept Journal

Ongoing from start of course

2. Public Health Concerns

Students will create an infographic about a public health concern of their choice to include information about symptoms, causes,

incidence, distribution, treatment, and effects on population.

3. Health Careers

Students will create an infographic about one or more health careers. They may choose to represent multiple, varied careers, a hierarchical chart of careers in a specialized field, or a single career with more detailed and in-depth information.

4. Preventative Medicine

Students will create an infographic instructing the public how to prevent a specific health concern.

5. History of Disease

Students will create an infographic about the epidemiology, over time, of a specific disease or other health concern of their choice.

6. Instructions for Patient Care

Students will create a dual infographic that instructs both a patient and a health care practitioner in the treatment of a specific health concern. Alternately, students may choose to create two separate infographics for comparison.

7. Portfolio Assignment Unit 5

Students will include at least three assignments from this unit with accompanying 1-page explanations describing the creation of the infographics, including planning, rhetorical and design choices, and technical skills demonstrated.

Suggested Assessments

- See *Unit 6 Portfolio Project*

UNIT VI: Portfolio Project – Culminating Task

During this unit, students will finalize their portfolios, reflect on their learning, and prepare for a public presentation of their work.

Standards Addressed

CCSS Reading Standards: RI 1, 3, 4, 5

CCSS Writing Standards: W 5, 6, 8

CCSS Speaking and listening Standards: 1, 2, 6

CTE Standards: 6, 7, 8, 9

Instructional Objectives

Students will be able to:

- Evaluate their own and peers' work for inclusion in a professional portfolio
- Create an infographic resume of their current skills and education
- Submit a professional portfolio in a formal presentation including reflection on personal growth and learning

Suggested Activities

1. Interactive Concept Journal

Final journal assignment is a reflective essay on what students have learned, its authentic application in the health sciences, and how students might apply their knowledge in future.

2. Infographic Resume w/Cover Letter

Students will create a professional resume for a position of their choice with an accompanying cover letter. Alternately, students may produce a resume and personal statement for college applications.

3. Portfolio Presentation – FINAL ASSESSMENT

In addition to turning in a complete portfolio, students will choose three artifacts to explain in a 10-15 minute presentation to a panel of evaluators

COURSE OF STUDY

FOR

ELD (English Language Development) III
Course Code: EZF405

Segment	High School
Length of Course	One Year
Developed by	Multilingual Literacy Office
First Edition	2018-2019 school year

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ELD (English Language Development) III

SECTION ONE — GENERAL INFORMATION

Course Description

ELD III uses the California English Language Arts and English Language Development and English Language Arts Standards (Grades 9-12) to develop and support English language proficiency in reading, writing, speaking, and listening. This course is focused on language acquisition and preparing students for success in grade-level English and content courses. Students will: read increasingly complex text in multiple genres (each unit has a specific text and writing focus) while engaging with its language demands; write in response to narrative, informational/ explanatory, and argument prompts; as well as speak and listen in academic conversations and unit project presentations.

Rationale

The ELD (English Language Development) III course uses grade-level ELA and ELD standards to focus on language acquisition and prepare English Learners at ELPAC (English Language Proficiency Assessment for California) level 2 for success in grade-level English and content courses. English Learners in high school, especially students who have been in the US for fewer than two years, often become credit deficient, because ELD I and II is counted as elective credit. ELD III fulfills one year of English credit toward graduation requirements and is A-G approved for the English criteria. ELD III can be taken concurrently with English courses, but is not to be used as remediation.

Course Goals

Upon completion of this course, students will be able to:

- Demonstrate mastery of grade-level English Language Arts and English Language Development standards;
- Comprehend and engage with general academic and cross-curricular vocabulary, domain-specific terminology, word parts, and word relationships;
- Closely read narrative and informational texts that increase in complexity;
- Use the writing process to write across genres and content areas;
- Engage in academic discourse through explicit instruction in learning strategies, cognitive processing skills, and explicit language instruction;
- Assess and reflect upon learning

Course Standards

This course addresses the California English Language Arts and English Language Development Standards for grades 9-10.

Instructional Materials

EDGE Level B. Reading, Writing, and Language. Common Core Edition 2014;
National Geographic/ Cengage

Supplementary materials:

Edge Library: novels associated with each unit

Suggested Average Time for Covering Major Units

Each unit is comprised of 25 lessons, with five following lessons for a process writing piece. The units are divided into five sections: launch, three texts, close reading, and a unit wrap-up. The suggested time for each unit is 6-8 weeks.

Teacher Resources

Edge Level B Teacher's Edition
myNConnect.com: Teacher's Edition
Leveled Library and eBooks
Inside Phonics Kit
Language and Grammar Lab
Assessments: unit and level tests, reading level gains tests, English Language gains tests

Recommended Student Resources

Edge Level B Student Edition
Interactive Practice Book
Grammar and Writing Practice Book
Leveled library
1:1 Computer Access for: Comprehension Coach, myNConnect.com: Student Edition, Digital Library Viewer

SECTION TWO — COURSE UNITS

UNIT I: Unit 1: CHOICES – What influences a person's choice?

Students explore the Essential Question "What influences a Person's Choices?" through reading, writing, and discussion. Students explore the effect of family and friends on choice; find

out how circumstances affect choices; discover how society influences choices, and considers what causes people to change their minds.

Standards Addressed: California ELA CCSS

RL.9-10.1, 2, 3, 5, 6, 10

RI.9-10.3, 7

W.9-10.2, 3, 4, 5, 6, 9, 10

L.9-10.1, 2, 3, 4c, 4d, 6

SL.9-10.1a, 1b, 1c, 4, 6

Instructional Objectives

Students will use short stories and prose texts (such as "The Good Samaritan," "Thank You, M'am," and "The Grapes of Wrath") as models to write an autobiographical narrative (ELA W.9-10.3) that

- focuses on a specific experience or event and describes what happens as a result;
- provides interesting background information for the experience or event;
- establishes a clear, controlling, or central, idea that reflects an insight gained;
- tells what happened in a logical order;
- uses precise language, sensory details, and dialogue.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of a narrative before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' Creating a catchy beginning;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for focus and unity;
- Edit and Proofread Your Draft: Capitalizing proper nouns and adjectives; punctuating quotations correctly; checking spelling;
- Publish and Present: doing and oral presentation and/or publishing online.

Suggested Assessment

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (TV Talk Show), and on-demand and process writing.

UNIT II: THE ART OF EXPRESSION – Does Creativity Matter?

Students will explore the Essential Question "Does creativity matter?" with a focus on nonfiction text. Students will analyze the author's purpose and effectiveness through a historical and social lens (ELA RI.9-10.3,6). Students will analyze the style and structure of non-fiction text and use textual evidence to write a argument essay (ELA W.9-10.1). The texts include, "Hip-Hop as Culture: I am Somebody," "Slam: Performance Poetry Lives On – Euphoria," and "The Creativity

Crisis,” as well as independent choice reading of the following novels: Hole in My Life, Anthem, or The Stone Goddess.

Standards Addressed: California ELA CCSS

RL.9-10.4, 5, 10

RI.9-10.1, 2, 3, 4, 6, 10

W.9-10.1, 2, 4, 5, 6, 10

L.9-10.1, 2, 4, 5, 6

SL.9-10.4, 6

Instructional Objectives

Students will use non fiction texts (such as “Hip-Hop as Culture: I am Somebody,” “Slam: Performance Poetry Lives On – Euphoria,” and “The Creativity Crisis,”) as models to write a position paper (ELA W.9-10.1) that

- identifies both sides of an issue;
- clearly states the writer's position on an issue;
- explains why the writer believes the position;
- provides reasons to support the position and evidence to support the reasons;
- refutes the opposing position with reasons and evidence;
- summarizes the writer's position in a memorable way.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' using evidence for support;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for focus and unity;
- Edit and Proofread Your Draft: Capitalizing the names of groups; using colons correctly; checking spelling; using present tense verbs correctly;
- Publish and Present: submitting a guest editorial; creating a podcast.

Suggested Assessment

Additionally, student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (Socratic Seminar), and process writing (How-to/ technical writing).

UNIT III: THE HERO WITHIN – What Makes a Hero?

Students will explore the Essential Question "What makes a hero?" through multiple cultural perspectives (ELA RL9-10.6) Students will evaluate a character's motives and point of view (ELA RL.9-10.3, make inferences, and use textual evidence from short stories to write a literary argument essay (ELA W.9-10.9). Short stories covered include "A Job for Valenin," "The Woman in the Snow: Rosa Parks," and "The American Promise." Literature Circle novels are Hercules, September 11, 2001: Attack on New York City, and Left Behind.

Standards Addressed: California ELA CCSS

RL.9-10.1, 3, 6, 10

RI.9-10.1, 3, 5, 10

W.9-10.1, 2, 4, 5, 6, 10

L.9-10.1, 2, 4, 6

SL.9-10.1, 3, 4, 5

Instructional Objectives

Students will be able to:

Students will use multicultural texts (such as “A Job for Valenin,” “The Woman in the Snow: Rosa Parks,” and “The American Promise”) as models to write a response to literature paper (ELA W.9-10.9) that

- is written in the first person;
- shares personal thoughts and interpretations about a specific work of literature;
- states the significant ideas in the literature and explains its impact;
- relates the literature to a personal experience;
- establishes a clear, controlling, or central, idea that reflects an insight gained;
- supports interpretations with accurate and detailed references from the text;
- makes a personal observation about life based on the literature and the author's style.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block;' creating a compelling opening;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for voice and style;
- Edit and Proofread Your Draft: Capitalizing days of the week and months; punctuating appositives and nouns of direct address correctly; checking sentences for active voice; using consistent verb tense;
- Publish and Present: making an illustrated booklet; creating a webpage.

Suggested Assessment

Additionally, student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (panel discussion and documentary), and process writing.

UNIT IV: OPENING DOORS – How Can Knowledge Open Doors?

Students will explore the Essential Question "Can knowledge open doors?" with a focus on nonfiction text. Non-fiction excerpts covered include "Superman and Me: A smart Cookie," "The Fast and the Fuel-Efficient: Teens Open Doors," "The Sky is Not the Limit" and "Curt Aikens and the American Dream: Go For It!" Students will analyze text structure, chronology, cause and effect, and development of ideas (ELA RI 9-10.2,3). The final writing project is a personal choice research essay (ELA W.9-10.2). The literature circle choices are The Outsiders, Parrot in the Oven: Mi Vida, and Narrative of the life of Frederick Douglass: An American Slave.

Standards Addressed: California ELA CCSS

RI.9-10.1, 3, 5, 7, 10

W.9-10.1, 2, 4, 5, 6, 7, 8, 10

L.9-10.1, 2, 3, 4, 6

SL.9-10.1, 2, 3, 4

Instructional Objectives

Students will be able to:

Students will use nonfiction texts (including “Superman and Me: A smart Cookie,” “The Fast and the Fuel-Efficient: Teens Open Doors,” “The Sky is Not the Limit” and “Curt Aikens and the American Dream: Go For It!”) as models to write a research paper (ELA W.9-10.2) that

- presents a thoughtful and interesting thesis statement;
- supports the thesis with accurate evidence and information from primary and secondary sources;
- makes distinctions between the value and importance of supporting evidence
- anticipates and addresses reader's potential misunderstandings, biases, and expectations;
- correctly cites sources according to the proper style;
- includes a list of works cited that is formatted according to a style manual.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of research before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, thesis statement, and purpose; researching and evaluating sources; and completing a writing plan;
- Write a Draft: Note-taking; citing sources;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for development of ideas;
- Edit and Proofread Your Draft: Capitalizing titles of publications; using parentheses correctly; using consistent verb tense; making pronouns agree with their antecedents;
- Publish and Present: oral and multimedia presentation.

Suggested Assessment

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (class magazine), and process writing (research and oral presentation).

UNIT V: FEAR THIS! – What Makes Something Frightening?

Students will explore the Essential Question "What makes something frightening?" through the figurative language, plot devices, and text structure of short stories (ELA RL.9-10.4,5). The short stories covered include "The Baby-Sitter: Beware – Do Not Read This Poem," "The Tell-Tale Heart: The Raven," and "Puddle." Students will use these texts to engage in academic discourse and write a short story. The selections for literature circles are The Afterlife, Dr. Jenner and the Speckled Monster, and Dance Hall of the Dead.

Standards Addressed: California ELA CCSS

RL.9-10.2, 3, 4, 5, 6, 10

RI.9-10.4

W.9-10.1, 7, 9, 10

L.9-10.1, 2, 3, 4, 6

SL.9-10.1, 3, 6

Instructional Objectives

Students will be able to:

Students will use short stories and prose texts (such as “The Baby-Sitter: Beware – Do Not Read This Poem,” “The Tell-Tale Heart: The Raven,” and “Puddle.”) as models to write a short story (ELA W.9-10.3) that

- uses the elements of character, setting, and conflict;
- develops a clear sequence of events, or the plot, to tell the story;
- presents a central conflict, and a turning point, or climax;
- establishes a clear theme, or message;
- uses precise language, sensory details, and dialogue to develop characters and setting;
- describes how the conflict is resolved.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of a narrative before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Practicing strategies to avoid 'writer's block' and keep ideas flowing;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for organization;
- Edit and Proofread Your Draft: Capitalizing quotations correctly; using punctuation correctly; using correct paragraph structure; using adjectives and adverbs correctly;
- Publish and Present: recording or class book.

Suggested Assessment

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (dramatic readings), as well as on-demand and process writing (compare/contrast).

UNIT VI: ARE YOU BUYING IT? – How Do the Media Shape the Way People Think?

Students will explore the Essential Question "How does media shape the way people think?" and analyze arguments, viewpoints, and evidence of a variety of nonfiction text. Nonfiction excerpts include "A Long Way to Go: Minorities and the Media – Reza: Warrior of Peace," "What is News? How to Detect Bias in the News," "Ad Power: What's Wrong with Advertising" and "Is Google Making Us Stupid?" Students will study persuasive techniques in order to critically analyze social media, advertisements, and speeches/ editorials. Students will select one of the following novels to read during this unit: Keeper, Picture Bride, or Warriors Don't Cry.

Standards Addressed: California ELA CCSS

RI.9-10.1, 4, 5, 6, 8, 10

W.9-10.1, 4, 5, 6, 7, 8, 10

L.9-10.1, 3, 4, 6

SL.9-10.1, 3, 4, 5

Instructional Objectives

Students will be able to:

Students will use nonfiction texts (such as “A Long Way to Go: Minorities and the Media – Reza: Warrior of Peace,” “What is News? How to Detect Bias in the News,” “Ad Power: What’s Wrong with Advertising” and “Is Google Making Us Stupid?”) as models to write a persuasive/argument essay (ELA W.9-10.1) that

- introduces the issue by providing background information;
- clearly states the writer's opinion or claim;
- provides reasons to support the claim and relevant evidence to support the reasons;
- incorporates rhetorical devices, such as logical, ethical, or emotional appeals;
- addresses counterclaims;
- contains a rebuttal that refutes the counterclaims;
- concludes with a call to action for the reader.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of an argument before engaging in each step of the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth while participating in the following steps:

- Prewrite: Selecting a topic; clarifying the audience, controlling idea, and purpose; gathering and organizing supporting details; and completing a writing plan;
- Write a Draft: Using persuasive techniques; writing a strong conclusion;
- Revise Your Draft: Using a rubric and peer feedback conferences to revise for voice and style;
- Edit and Proofread Your Draft: Capitalizing specific school courses; using semicolons and commas correctly; using precise language;
- Publish and Present: publish online; hold a debate.

Suggested Assessment

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (ad campaign), and on-demand and process writing (argument).

UNIT VII: WHERE WE BELONG – What Holds Us Together? What Keeps Us Apart?

Students will explore the Essential Question "What holds us together? What keeps us apart?" using poetry and prose, such as "Pass It On: Standing Together," "Voices of America: Human Family," and "Mending Wall." Students will analyze elements of drama and poetry (ELA RL.9-10.10), form and style (ELA RL.9-10.5), and figurative language (ELA RL.9-10.4). Students will use their knowledge of literary devices to craft poems and prose (ELA W.9-10.10). Novel selections include Romiette and Julio, The Other Side of the Sky, and A Raisin in the Sun.

Standards Addressed: California ELA CCSS

RL.9-10.1, 2, 4, 5, 7, 9, 10

RI.9-10.4

W.9-10.1, 5, 7, 9, 10

L.9-10.1, 3, 5, 6

SL.9-10.1, 3, 4, 6

Instructional Objectives

Students will be able to:

Students will use poetry and prose texts (“Pass It On: Standing Together,” “Voices of America: Human Family,” and “Mending Wall.”) as models to create a group/ class poetry anthology focused on the essential question.

Suggested Activities

Students will first analyze and annotate professional writing models for key elements of prose and poetry before engaging in the writing process. Students will keep all of their work in a portfolio as evidence of their learning and growth.

Suggested Assessment

Student progress will be measured through reflection, formative and summative assessments in grammar and vocabulary instruction, unit projects (poetry anthology and presentation), and on-demand and literary analysis writing.



COURSE OF STUDY

FOR

English Honors 10
EZS203/ EZS204

Segment	High School
Length of Course	One Year
Developed by	Curriculum and Instruction
First Edition	2019-2020 School Year

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English Honors 10

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

English 10 Honors builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement and/or International Baccalaureate coursework in their junior and senior years. The California State Standards are the foundation of the individual student's course of study in reading, writing, language, oral communication, listening, and research skills. As they develop rhetorical reading and writing skills and respond to claims, students learn to refine arguments and organize evidence to skillfully support a position. To improve listening and speaking skills, students engage with various media types through which they analyze and synthesize information, discuss, create presentations, and collaborate on projects. Students build writing and speaking skills in journals, discussions, free response, and essays, where they learn to communicate clearly and credibly in narrative, argumentative, and informational/explanatory styles. The course emphasizes the need for on-demand writing, but also encourages the editing process through multiple revisions. Students will collaborate on performance tasks, as well as write essays which focus on thematic structure, sentence variety, and voice. Emphasis will be placed on precise sentences, vocabulary, listening skills, and conventional grammar and its uses. Students are evaluated through a diversity of assessments designed to prepare them for the content, form, and depth of the state standards and advanced courses.

RATIONALE

English Honors 10 uses grade-level ELA and ELD standards builds upon students' foundation of critical reading and analytical writing skills in preparation for Advanced Placement and/or International Baccalaureate coursework in their junior and senior years.

COURSE GOALS

Upon completion of this course, students will be able to:

- Demonstrate mastery of grade-level English Language Arts and English Language Development standards;
- Comprehend and engage with general academic and cross-curricular vocabulary, domain-specific terminology, word parts, and word relationships;
- Closely read narrative and informational texts that increase in complexity;
- Use the writing process to write across genres and content areas;
- Engage in academic discourse through explicit instruction in learning strategies, cognitive processing skills, and explicit language instruction;
- Assess and reflect upon learning

COURSE STANDARDS

This course addresses the California English Language Arts and English Language Development Standards for grades 9-10.

INSTRUCTIONAL MATERIALS

Textbook: California MyPerspectives Grade 10 Pearson 2017

SUPPLEMENTARY MATERIALS:

- ERWC Grade 10 Modules
- Trade Books
- Teacher selected novels

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

MyPerspectives Grade 10 has six units. Each unit is divided into whole class instruction, small group learning, independent learning, and ending with a performance-based assessment. The suggested time for each unit is 30 days.

TEACHER RESOURCES

- MyPerspectives Teacher's Edition
- Pearson Realize Teacher's Edition and resources
- MyPerspectives Plus: grade 6-12 lessons
- Site-selected novels and online open sources texts
- Google Classroom alignment
- MyPearsonTraining.com
- Assessments: unit and text selection tests; Beginning, Mid, End of Year Assessments; CAASPP practice tests

RECOMMENDED STUDENT RESOURCES

- MyPerspectives Grade 10 Student Edition: Consumable
- Pearson Easy Bridge Interactive Online Student Book
- Access to leveled texts and open-source novels

SECTION TWO — COURSE UNITS

UNIT I: Outsiders and Outcasts

Essential Question: Do people need to belong?

Standards Addressed: California State Standards

Reading Literary Text standards

RL.4, Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.5, Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Informational Text standards

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.5.b Analyze nuances in the meaning of words with similar denotations.

L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

Writing standards:

W.1, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2, Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking Standards:

SL.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Objectives

- Reading Goals: Students will read and evaluate written arguments by analyzing how the authors state and support their opinion. They will expand knowledge and use of academic and thematic vocabulary.
- Writing and Research Goals: Students will write argumentative essays in which they effectively incorporate the key elements of texts of various lengths to explore a topic and clarify.
- Language Goal: Students will correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Speaking and Listening Goals: Students will collaborate with your team to build on ideas of others, develop consensus, and communicate. They will integrate audio, visuals, and text in presentations.

Suggested Activities

- Performance Task 1: After reading the short story “The Metamorphosis” and watching the related video, students will relate their own experience and knowledge of short story/video to write an argument on the following question: Are outsiders simply those who are misjudged or misunderstood? Students will learn how to write and present a cogent argument.
- Performance Task 2: After reading the small group selections, students will create a presentation arguing whether you think being different is a weakness or strength. After reading stories, poems, and essays on what it means to be an outsider students will work within a group to develop an argument that addresses the question: Is difference a weakness? Is sameness a strength? Students will learn how to develop and present a multimedia presentation based on an argument.

Suggested Assessment

Performance Based Assessment: The performance-based assessment is writing an argument in which you state and defend a claim with evidence from the texts about the following question: Is the experience of being an outsider universal? Students must cite evidence from at least three unit reading selections. This essay will then be the foundation of a 3-5 minute oral presentation. Students will learn how to use evidence to write and defend an argument.

UNIT II: Extending Freedom's Reach

Essential Question: What is the relationship between power and freedom?

Standards Addressed: California State Standards

Reading Literary standards

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Informational Text

RI.1, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.4, Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.6, Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9, Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Language standards

L.1.b, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.4, Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4.b, Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing standards

W.2, Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.7, Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.8, Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Objectives

- Reading Goals: Students will read and evaluate informative texts. They will also read speeches, poems, short stories, and essays to better understand the ways writers express ideas.
- Writing and Research Goals: Students will learn the elements of informative texts. They will write for organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.
- Language Goal: Students will develop a deeper understanding of using quotations and other evidence in written texts and presentations.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Suggested Activities

- Students will need to answer the question: What does it mean to “be free”? He or she will write an informative essay and give a multimedia presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole-Class Learning Performance Task: After completing the Whole-Class section of the unit, students will learn how to put together an informative essay. He or she will write an essay answering the question “What can one person do to defend the human rights of all people?” Students will learn how to construct an informative essay.
- Small-Group Learning Performance Task: After completing the Small-Group section of the unit, students will work with his or her group to deliver a multimedia presentation addressing the question When, if ever, are limits on freedom necessary? Students will learn how to utilize technology to create an informative presentation.

Suggested Assessment

At the end of the unit, students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “What does it mean to “be free”?” In response to that question, he or she will write an informative essay and give a multimedia presentation. Students will learn how to construct an informative essay and use it as the basis for a multimedia presentation.

UNIT III: All That Glitters

Essential Question: What do our possessions reveal about us?

Standards Addressed: California State Standards

Reading Literary Text standards

RL1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text standards

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Language standards:

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.

- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Writing standards:

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Apply grade 6 Reading standards to literary non-fiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Speaking Standards:

SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade)
- b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)

Instructional Objectives

- Reading Goals: Evaluate written informative texts by analyzing how authors introduce and develop central ideas. Expand knowledge and use of academic and concept vocabulary.
- Writing and Research Goals: Write an informative essay in which you effectively convey complex ideas, concepts, and information. Conduct research projects of various lengths to explore a topic and clarify meaning.
- Language Goal: Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- Speaking and Listening Goals: Collaborate with your team to build on the ideas of others, develop consensus, and communicate. Integrate audio, visuals, and text in presentations.

Suggested Activities

- Students will need to answer the question *“What drives our passion for things?”* He or she will write an informative essay and give a multimedia presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

- Whole-Class Learning Performance Task: After completing the Whole-Class section of the unit, students will learn how to put together an informative essay. He or she will write an essay answering the question “What do our possessions reveal about us?” Students will learn how to construct an informative essay.
- Small-Group Learning Performance Task: After completing the Small-Group section of the unit, students will work with his or her group to deliver a multimedia presentation addressing the question “In what ways can material possessions create both a sense of comfort and a sense of anxiety?” Students will learn how to utilize technology to create an informative presentation.

Suggested Assessment

Performance-Based Assessment: After reading several short stories, essays, articles and poems on this subject, working with their peers, students will create and present short presentations on the effect of materialism on our society: How do we decide what we want versus what we need? What can result from an imbalance between want and need? Students will learn to work collaboratively to create an informative presentation with reasoned evidence from the text selections.

UNIT IV: Virtue and Vengeance

Essential Question: What motivates us to forgive?

Standards Addressed: California State Standards

Reading Literary standards

RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language standards:

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.4.C Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing standards:

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Objectives

- Reading Goals: Students will read and evaluate written arguments. They will also read a reflective essay, a book review, informational text, and poetry to better understand the ways writers express ideas.
- Writing and Research Goals: Students will learn the elements of argumentative writing. They will write their own argumentative writing. Students will write for a number of reasons, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.
- Language Goal: Students will learn how to use direct quotations and to paraphrase ideas when writing. They will then practice these skills in their own writing.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Suggested Activities

- Students will need to answer the question: Can justice and forgiveness go hand in hand? He or she will write an argument and give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole Class Learning Performance Task #1: After completing the Whole-Class section of the unit, students will learn how to put together an argument. He or she will write an argumentative essay answering the question. Is there more value in vengeance or virtue (forgiveness)?
- Small Group Learning Performance Task #2: () After completing the Small-Group section of the unit, students will work with his or her group to deliver a presentation addressing the question "Does forgiveness first require an apology?"

Suggested Assessments

Performance-Based Assessment: Students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “Can justice and forgiveness go hand in hand?” In response to that question, he or she will write an argument and give an oral presentation.

UNIT V: Blindness and Sight

Essential Question: What does it mean to see?

Standards Addressed: California State Standards

Reading Literary standards

RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language standards:

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.4.C Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing standards

W.3, Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

W.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking Standards:

SL.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.3, Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Objectives

- Reading Goals: Students will read and evaluate narrative texts. They will analyze how authors introduce and develop central ideas and themes.
- Writing and Research Goals: Students will learn the elements of narrative writing. They will write their own narrative essay. Students will convey experiences or events using effective techniques, well-chosen details, and a well-structured event sequence.
- Language Goal: Students will learn how to use direct quotations and to paraphrase ideas when writing. They will correctly use varied sentence structures to add interest to writing and presentations. They will then practice these skills in their own writing.
- Speaking and Listening: Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

Suggested Activities

- Students will need to answer the question: What does it mean to see? He or she will write a nonfiction narrative essay and give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.
- Whole Class Learning Performance Task #1: After completing the Whole-Class section of the unit, students will write a narrative essay answering the question: Can we see ourselves as clearly as others see us?
- Small Group Learning Performance Task #2: () After completing the Small-Group section of the unit, students will work with his or her group to deliver an oral retelling about vision and sight.

Suggested Assessments

Performance-Based Assessment: Students will pull together his or her learning by completing a Performance-Based Assessment addressing the question “Is there a difference between seeing and knowing? After completing the final draft of the nonfiction narrative, students will use it as the basis for a three-five minute storytelling session.



COURSE OF STUDY

FOR

**Survey of Anglo-American Law
And
The American Legal System**

Honors Level Course

Segment	High School
Length of Course	One Year/Two Semesters
Developed by	C.K. McClatchy H.S. Christopher Voisin, J.D Leise Martinez, A.P.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Survey of Anglo-American Law And The American Legal System

Honors Level Course

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Survey of American Law is a two semester college-preparatory course in which students engage in the in-depth study the foundations of American law and the American legal system including the substantive areas essential to maintaining the political, social and economic structure of the American society. Participation/enrollment in Semester 1 is a prerequisite for participation/enrollment in Semester 2.

RATIONALE

Full participation in the American experience is an awesome responsibility that requires students to grapple with legal, social, economic, and political issues and institutions that are extraordinarily dynamic and complex. Studying the foundations of American law and the American legal system helps students deal with controversial issues and to think comprehensively about significant problems relating to both individuals and society. The course will provide students with the opportunity to develop a variety of civic engagement skills that are interconnected with the following workforce development skills:

- ability to work effectively in diverse groups
- oral communication
- listening
- creative thinking
- public problem solving
- leadership
- advocacy

Classroom instruction includes the use of case studies, simulated legal exercises, small group exercises, and analytical thought problems to develop higher level thinking skills that prepare students for rigorous college course work in other areas.

COURSE GOALS

Upon completion of this course, students will be able to:

- A. Exhibit a strong understanding of: (i) Anglo-American legal history; (ii) general principals, concepts and ideas underlying and critical to American law; and (iii) the American legal system together with the concepts, principles and legal rules applied in examining and resolving legal issues and disputes
- B. Examine and explain the conflicting values and policies that underlie the law and the American legal system
- C. Analyze and discuss controversial issues appropriate to their age and relevant to their role as citizens
- D. Provide a frame of reference for a further study of American law and legal system

COURSE STANDARDS

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

World History

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

UNITED STATES HISTORY

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**
- 11.7 Students analyze America’s participation in World War II.**
- 11.8 Students analyze the economic boom and social transformation of post–World War II America.**
- 11.10 Students analyze the development of federal civil rights and voting rights.**
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**
- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

Principles of American Democracy

- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.**
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.**

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

12.2 Students analyze the elements of America's market economy in a global setting.

12.3 Students analyze the influence of the federal government on the American economy.

12.4 Students analyze the elements of the U.S. labor market in a global setting

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

INSTRUCTIONAL MATERIALS

Arbertman, et.al., Street Law, A Course in Practical Law, McGraw Hill/Glencoe Publishing Company

Bonfield, American law and the American Legal System, In a Nutshell, Thomson/West Publishing

Kempin, Historical Introduction to Anglo-American Law, In a Nutshell, Thomson/West Publishing Company

SUPPLEMENTARY MATERIALS:

Selected writings from:

Scheb & Scheb, An Introduction to the American Legal System, West/Thompson Publishing

Last Modified 8/1/16

Mikula & Mabunda, Great American Court Cases, The Gale Group Publishing
Renstrom, Constitutional Rights Sourcebook, ABC-Clio Publishing
Schwartz, Main Currents in American Legal Thought, Carolina Academic Press
Hall, Oxford Companion to the Supreme Court, Oxford University Press
Friedman, a History of American Law, Simon & Schuster
Instructor Provided Binder of Supplemental Materials
Videos & Video Clips

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Semester 1/Unit 1 Foundations of American Law & Legal System
(6 weeks)

Semester 1/Unit 2 Anglo-American Law: Ancient & Modern Perspectives
(3 weeks)

Semester 1/Unit 3 Development of American Law: Historical Perspective
(3 weeks)

Semester 1/Unit 4 Substantive Areas of Law, Part 1: Constitutional law –
Civil Rights & Liberties; Tort Law
(6 weeks)

Semester 2/Unit 5 Substantive Areas of Law, Part 2: Contracts/Consumer Law;
Domestic Relations/Family Law; Business Organizations & Law
(6 weeks)

Semester 2/Unit 6 Criminal Law & Procedures, Civil Procedure/Appeals
(10 weeks)

TEACHER RESOURCES

Textbooks, Texts & Related Publications, Case Books & Related Publications, Legal
Dictionary, Articles, Treatises, Statutes & Codes, Hornbooks, Legal Encyclopedia,
Computer, Projector, Etc.

RECOMMENDED STUDENT RESOURCES

Text Book
Supplemental Binder – Instructor Provided
Internet Access

SECTION TWO — COURSE UNITS

SEMESTER I/UNIT I: FOUNDATIONS OF AMERICAN LAW & LEGAL SYSTEM

In this unit students will develop an understanding of the functions of law in American society. Students will become familiar with the forms and sources of law, including positive law, natural law and the influence of English common law and the importance of the common law tradition on the development of the American law. Special attention will be given to the U.S. Constitution and the American constitutional system, and the importance of decisional law/court opinions in the development of the law; the organization, jurisdiction, and functions of federal and state trial and appellate courts, and the role of the U.S. Congress, state legislatures, law enforcement and prosecutorial agencies, the legal profession in the American legal system; and the development of the adversarial system and trial by jury together with the skills used in identifying legal issues and analyzing legal opinions

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

11.1, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.10,

Instructional Objectives

By the end of this unit students will be able to:

- A. Identify and explain the function and historical role of law in American society including the development of the adversarial system and trial by jury; the influence of English common law and common law tradition in the growth & development of American law.
- B. Exhibit an understanding of the supremacy of the U.S. Constitution and the American constitutional system, the importance of decisional law/court opinions in the development of the law
- C. Identify and explain the structure of the American legal system including the organization, jurisdiction, and functions of federal and state, the role of the U.S. Congress, state legislatures, law enforcement and prosecutorial agencies, and the legal profession in the American legal system

- D. Have developed the skills used in Identifying legal issues and analyzing legal opinions

Suggested Activities

The "Widget Game"

Direct Instruction/PPT's

Readings: Primary Text and Supplemental Binder (provided by instructor)

Case Studies/Problems: (examples)

Regina v Dudley & Stephens; Pierson v Post; Marbury v Madison;

Gideon v Wainwright; The Delinquency of Matt & Luther; The Unclear

law; The Two Sister & ADR; Do You Need An Attorney

Hypothetical/Simulated Problems

Case Briefing Exercise

Videos: *The Rule of Nine; Legal Precedent*

Suggested Assessment

Case Studies/Problems & Hypotheticals

Graphic Presentations

Quiz/Examinations

Socratic Discussions

Term Paper* Topic to be discussed and agreed upon with instructor.

(Due at the end of the semester)

**SEMESTER I/UNIT II: DEVELOPMENT OF ANGLO-AMERICAN LAW,
ANCIENT & MODERN PERSPECTIVES**

This Unit will be divided into two sections. In Unit 1a, students will survey the development of law from antiquity to 1125c.e., focusing their attention on the development of ancient legal codes and the resolution of social conflicts, the development of Roman Civil Law, and the role of Canon law and replacement of Roman civil law. Specific attention will be given to the following:

- A. The Codes of Hammurabi, Draco, Solon, and Cleisthenes as early examples of the rule of law and evolving social, political and legal principles & customs.
- B. The Twelve Tables and birth of Roman civil law and Code of Justinian
- C. The decline of Roman civil law and the rise of Canon law and its influence on the development of medieval criminal & civil law

In Unit 1b, students will survey the development of Anglo-American law since 1125c.e. Specific attention will be given to the following:

- A. The role of Anglo-Saxon law in pre-Norman England and the imposition of Norman feudal law after 1066
- B. The Golden Age of Law in the 13th – 17th centuries in England including the beginnings of common law, Constitution of Clarendon, Magna Carta, and English Bill of Rights
- C. The Age of Constitutionalism and its impact on the birth of the American Constitution.

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

10.1, 10.2, 11.1, 11.3, 12.1, 12.2, 12.3, 12.10

Instructional Objectives

Students will be able to:

- A. Explain the importance of the early law codes and the development of concepts such as justice and fairness in antiquity
- B. Discuss the role of Roman civil law and the importance of Canon law on the growth and development of fundamental legal concepts and principles.
- C. Identify and explain the main stages in the growth and development in law from pre-Norman England to the Age of Constitutionalism

Suggested Activities

Direct Instruction/PPT's

Selected Readings: Primary Text and Supplemental Binder (provided by instructor)

Class Reading: *The Oresteia, Act 3 – The Eumenides*

Videos: *The Greeks* (excerpts/clips); *Constantine's Sword* (excerpts/clips)

Suggested Assessment

Reading Guide Questions

Quiz/Examinations

Graphic Presentation/PPT

Socratic Discussions

Term Paper*

SEMESTER I/UNIT III: DEVELOPMENT OF AMERICAN LAW: HISTORICAL PERSPECTIVES

In this unit students will survey the history of the development of American legal thought both as a reflection of the nation's history and as major contribution to the field of law. Starting with how the conception of law developed after the American Revolution, with its focus on the consensual nature of law and the Golden Age of Constitutionalism. Students will trace the laws development through the age of contract during the antebellum period, into the post-civil war era of the negative conception of law, liability based upon fault and the growth of corporations. Students will complete their survey of the historical perspectives of American law by focusing on the advent of legal realism in the 20th century and the renewed emphasis upon law as being an instrument for social change, culminating in the age of civil rights, and law and economics. Specific attention will be given to the following:

- A. The role of law in the birth and development of the American republic, including the diverse legal & philosophical viewpoints maintained by the founding generation during the Golden Age of Constitutionalism, federalism and the primacy of property.
- B. The Age of Contract during the antebellum period, and the post-civil war era of the negative conception of law and the growth of corporations and corporate power during the Glided Age and the limitations of liability based upon fault, all of which were essential to the economic and political expansion of the country
- C. The development of the law in the early 20th century from the depression and New Deal with its renewed emphasis upon law as being an instrument for social change, through the advancement of civil rights and liberties, and the growth of law and economics in modern America.

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

10.1, 10.2, 11.1, 11.2, 11.3, 11.5, 11.6, 11.8, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.10, Econ – 12.1, 12.2, 12.3, 12.4,

Instructional Objectives

Students will be able to:

- A. Identify & explain the major thematic developments in American jurisprudence from the founding of the Republic until the 21st century
- B. Identify individuals and the significant parts they played in the growth and development of American law, including many of their specific works and contributions to American jurisprudence
- C. Explain and discuss the different legal theories, concepts and principles that were instrumental in the growth and development of American law from the founding of the Republic until the 21st century

Suggested Activities

Direct Instruction/PPT's

Readings: Primary Text, Selected Excerpts, and Supplemental Binder (provided by instructor) (Examples)

Mikula & Mabunda, *Great American Court Cases*; Schwartz, *Main Currents in American Legal Thought*; Hall, *Oxford Companion to the Supreme Court*

Hypothetical/Simulated Problems

Videos: *One Nation Under Law* (excerpts/clips); *A New Kind of Justice* (excerpts/clips w/video guide questions)

Suggested Assessment

Socratic Discussions

Case Problems & Hypotheticals

Guided Reading Questions

Quiz/Examinations

Essay/Paper: Topic limited to a major developmental theme, discussed and agreed upon with instructor

Term Paper*

**SEMESTER I/UNIT IV: SUBSTANTIVE AREAS OF LAW, PART 1:
CONSTITUTIONAL LAW – CIVIL RIGHTS & LIBERTIES; TORT LAW***

Instructional Objectives: This unit is divided into two sections, Part 1 & Part 2.

In Part 1, students will focus their attention on and develop an understanding of the U.S. Constitution, more specifically the Bill of Rights and other amendments instrumental to protecting our civil rights and liberties. Specific attention will be given to the following:

- A. careful study of the First Amendment - freedom of religion, speech press, assembly & petition; the Second Amendment – right to bear arms; Third Amendment – quartering of soldier
- B. A careful study of the Thirteenth Amendment and Fourteenth Amendments' privileges and immunities, due process and equal protection clauses. Careful attention will be given to the Courts' interpretation and application of the same over the last one hundred and sixty years as well as to the various Civil Rights Acts enacted by Congress.
- C. The 4th, 5th, 6th, and 8th Amendments will be covered in Unit VI

Part 2 focuses on Tort law and the concepts, principles and theories essential to resolving disputes arising from injuries caused to persons and their property. Specific attention will be given to the following:

- A. The objectives of tort law, its growth and development including the importance of tort concepts in law and economics.
- B. The careful study of the principal theories of recovery in tort (negligence, intentional torts, strict liability and public policy) and the elements necessary to maintain an action for damages

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

**10.1, 10.2, 11.1, 11.3, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8,
12.10, 12.1, 12.2, 12.3,**

Instructional Objectives

Students will be able to:

- A. Identify, discuss & explain the meaning and importance of each of the rights guaranteed under the Bill of Rights together with the concepts principles, rules and theories applied in constitutional law and the interpretation of the fundamental rights amendments. Students will also exhibit an understanding of the most significant cases and opinions of the Court related to fundamental rights and liberties

- B. Identify and explain the basic objectives of tort law and the types of conduct giving rise to liability, including the history and development of the theories of recovery in tort. Students will also exhibit an understanding of the most significant cases and opinions of the judiciary in the development of tort law

Suggested Activities

Direct Instruction/PPT's

Readings: Primary Text, Selected Excerpts, and Supplemental Binder (provided by instructor)

Case Studies/Problems: (Examples)

The Trial of John Peter Zenger

Schenck v. United States

Abrams v. United States

Tinker v. Des Moines

New York Times v. Sullivan

Abington Township v. Schempp

Wisconsin v. Yoder

Brown v. Kendall

Palsgraf v. Long Island R.R.

MacPherson v. Buick Motor Co.

Fletcher v. Rylands

Hypothetical/Simulated Problems

Videos:/Video Clips w/ guides: TBD

Suggested Assessment

Socratic Discussions

Case Problems & Hypotheticals

Guided Reading Questions

Quiz/Examinations

Essay/Paper: Topic limited to a major developmental theme, discussed and agreed upon with instructor

Term Paper*

**SEMESTER II/UNIT V: SUBSTANTIVE AREAS OF LAW, PART 2:
CONTRACT/CONSUMER LAW; DOMESTIC RELATIONS/FAMILY LAW;
BUSINESS ORGANIZATIONS**

This Unit will focus on the law of contracts/consumer law; domestic relations/family law; and business structures. These subject areas are each fundamental to the legal landscape and play a dynamic part in the growth and evolution of the social, economic and political life of the American republic. Specific attention will be given to the following:

- A. The law of contract including formation, interpretation, performance and remedies; the importance of warranties under contract; consumer credit, financings as it applies to consumer transactions.
- B. Family law & domestic relations including marriage and divorce, child custody & support and the interstate treatment of domestic relations cases
- C. The formation of business structures including sole proprietorships, partnerships, corporations and franchises together with the laws & principles applied in the creation and management of firms

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

11.2, 11.3, 11.5, 11.6, 11.8, 11.11, 12.2, 12.3, 12.4, 12.5, 12.7, 12.10, Econ – 12.1, 12.2, 12.3, 12.4, 12.6

Instructional Objectives

Students will be able to:

- A. Explain the main concepts, principles and theories related to the law of contracts, domestic relations and business organizations.
- B. Identify and discuss the role and importance of each of the substantive areas as they relate to contemporary American society; socially, economically and politically.

Suggested Activities

Direct Instruction/PPT's

Selected Readings

Case Studies/Problems: (Examples)

Fletcher v. Peck

Dartmouth College v. Woodward

Proprietors of the Charles River v. Proprietors of the Warren Bridge

Mumford v. M'Pherson

Lochner v. New York

Allgeyer v. Louisiana

Moore v. East Cleveland

Orr v. Orr

Troxel v. Granville

Santosky v. Kramer

In RE Baby Girl Clausen

Shaw v. Shaw

Slaughterhouse Cases

Northern Securities Co. v. U.S.

United States v. Lopez

Hypothetical/Simulated Problems

Videos: Video Clips w/ guides; TBD

Suggested Assessment

Case Studies & Hypotheticals

Quiz/Examinations

Socratic Discussions

Term Paper*

SEMESTER II/UNIT VI: CRIMINAL LAW, CRIMINAL PROCEDURES, CIVIL PROCEDURES AND THE APPELLATE PROCESS.

This Unit is divided into three parts, with Parts 1 & 2 focusing on Criminal Law and Criminal Procedures, and Part 3 centering on Civil Procedures and the Appellate Process.

In Part 1, Criminal Law, students will examine positive and negative acts that violates penal law and are considered acts against the State or United States and which is prohibited for the purpose of preventing harm to individuals and society. Specific focus will be given to:

- A. Basic principles and elements of a crime such as parties, intent, motive, and act/omission
- B. Defenses to criminal culpability such as non-commission, self-defense &/or the defense of others, infancy, intoxication, insanity &/or diminished capacity, duress, necessity, entrapment
- C. The various substantive crimes, such as conspiracy, attempt, assault, battery, robbery, murder (degrees of), arson, sexual assault, kidnapping, etc., and the elements necessary to establish each crime.

In Part 2, Criminal Procedures, students will study the concepts, theories and rules of law governing the investigation, prosecution, adjudication, and punishment of crimes and those accused thereof. Careful attention will be given to:

- A. 4th Amendment - stop & frisk, investigatory searches and temporary detention, probable cause, warrant requirement/warrantless search and/or arrest, consent, exigent circumstances, and the exclusionary rule
- B. 5th Amendment – grand jury indictment/charging, double jeopardy, protection against self-incrimination and compelled testimony
- C. 6th Amendment – rights to a speedy trial, confrontation of witnesses, compulsory process; jury selection and trial, pre-trial publicity, and the assistance of counsel
- D. 8th Amendment - protections against cruel & unusual punishments, excessive bail, Incarceration & proportionality, mandatory minimums & judicial discretion, federal habeas corpus review

In Part 3, Civil Procedure and the Appellate Process, students will examine the general concepts, rules and procedures utilized in processing civil actions and appealing judicial and administrative decisions including the following:

- A. Initial case analysis, attorney-client communications, attorney-attorney contact
- B. Filing of a complaints/actions and service of process
- C. Pre-trial investigations, discovery and the production of documents
- D. Negotiations, arbitration and settlement of cases
- E. Damages & remedies
- F. Filing appeals

Standards Addressed

Chronological and Spatial Thinking

Historical Research, Evidence, and Point of View

Historical Interpretation

10.1, 10.2, 11.1, 11.5, 11.8, 11.10, 11.11, 12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8, 12.10

Instructional Objectives

Students will be able to:

- A. Identify and explain the main concepts, principles and theories related to criminal law including the elements required to establish a prima facie case for each crime.
- B. Identify and explain the main concepts, principles and theories related to stop & frisk, arrest, search & seizure, interrogations & confessions, criminal trials, pre-trial & post-trial process, punishment & incarceration, and the constitutional protections guaranteed under the Bill of Rights.
- C. Identify and explain the general rules and procedures applied in prosecuting a civil action including filing complaints, discovery, remedies and the conduct of civil trials, including post-trial relief & processes

Suggested Activities

Direct Instruction/PPT's

Selected Readings: Primary Text and Supplemental Binder (provided by instructor)

Case Studies/Problems: (examples)

Gideon v. Wainwright

Draper v. United States

United States v. Leon

Terry v. Ohio

New Jersey v. T.L.O.

Waller v. Florida

Adamson v. California

Batson v. Kentucky

Powell v. Alabama

Woodson v. North Carolina

Miranda v. Arizona

Mapp v. Ohio

Chimel v. California

California v. Acevedo

Palko v. Connecticut

Escobedo v. Illinois

Barker v. Wingo

Nebraska Press Asso. v. Stuart

Robinson v. California

Coleman v. Thompson

Hypothetical/Simulated Problems: Utilization of various California civil action forms

Videos: Video/Clips w/video guide, TBD

Suggested Assessment

Case Studies & Hypotheticals

Graphic Presentations

Quiz/Examinations

Socratic Discussions

Term Paper*

***Students will be required to complete a Term Paper for each semester, the topic to be relevant to the materials covered during the term and as agreed upon in discussion with the Instructor**



COURSE OF STUDY

FOR

Senior Seminar - Health and Medical Services Sr. Sem Hlth Md / 2318

Segment	High School
Length of Course	One Year
Developed by	Susan Rubert
First Edition	2016/2017

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Senior Seminar – Health and Medical Services

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Students design and implement their interests, knowledge and skills that they have gained throughout their time in the pathway to apply their learning to a research project, developing a portfolio of work for their senior defense and to complete 80 hours of internship experience. Students will develop goals for career and education to extend well after high school including development of resumes, completing of college and scholarship applications and practice with interviews. Throughout this experience they will work with industry professionals getting valuable feedback about their work and their professional skills to be better prepared and successful in the health career pathway after high school.

RATIONALE

As the capstone course for the Hiram Johnson High School Health and Medical Sciences Academy progression, this course is important in allowing students to take what they have learned in previous courses and begin to apply it to their own career and educational goals. Students will have more self-direction when engaging in research and projects as well as their work experience opportunities in this course.

COURSE GOALS

Upon completion of this course, students will be able to:

- *Create a portfolio of work to be presented during Senior Defense of Learning presentations*
- *Create a standard resume as well as targeted resumes for specific internships*
- *Complete research assignments around health of particular demographic groups*
- *Present information in a professional, entertaining, confident and concise manner*
- *Demonstrate readiness for the workplace environment while completing internship hours (30 minimum, 100 maximum)*

COURSE STANDARDS

CTE Standards for Patient Care Pathways
CCSS Standards for Science and Technical Subjects
Science and Engineering Practices in the NGSS

Required Student Instructional Materials

Diversified Health Occupations by Simmers, Published by Delmar Learning 6th Edition

Additional INSTRUCTIONAL MATERIALS

School to Career by Littrell, Loren, Published by Smith Goodheart-Wlcox 9th Edition
<http://www.g-wlearning.com/careereducation/9781605255286>

Literature and Language Arts - Sixth Course by Rienhart and Winston, Published by Holt, 1st edition
<http://curriculumcompanion.org/public/lite/holtgr12.html>

Fish! A Remarkable Way to Boost Morale and Improve Results by Stephen C. Lindin, Harry Paul, and John Christensen, Published by Hyperion, 1st Edition
<http://www.charthouse.com>

What Color is Your Parachute? 2015 by Bolles, Richard Nelson, Published by Random House LLC
www.jobhuntersbible.com

Medical Assisting, Administrative & Clinical (2012) competencies by Blesi, Wise, Kelley-Arney, Published by Cengage Learning
www.cengage.com/coursecare

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1: Portfolio—8 weeks
Unit 2 : Research Project – 12 weeks
Unit 3: Internship – 16 weeks

TEACHER RESOURCES

Medical Assisting, Administrative & Clinical (2012) competencies by Blesi, Wise, Kelley-Arney, Published by Cengage Learning

RECOMMENDED STUDENT RESOURCES

Title	Content
Supplemental Materials	<ul style="list-style-type: none"><li data-bbox="505 604 1539 636">➤ Beatty, Richard. <i>The Perfect Cover Letter</i>. New York, NY: John Wiley & Sons, 2008.<li data-bbox="505 653 1539 684">➤ Bolles, Rochard. <i>What Color is Your Parachute?</i> Berkely, CA: Ten Speed Press, 2013.<li data-bbox="505 701 1539 789">➤ Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. 7th ed. New York: Modern Language.<li data-bbox="505 806 1539 894">➤ Koegel, T.J. <i>The Exceptional Presenter: a proven formula to open up and own the room</i>. Greenleaf Book Group, LLC, 2007.<li data-bbox="505 911 1539 942">➤ Mitchell, Mary. <i>The Complete Idiot's Guide to Etiquette</i>. 3rd. Alpha, 2004.<li data-bbox="505 959 1539 1047">➤ Phillips, D.T. <i>Lincoln on Leadership: Executive Strategies for Tough Times</i>. New York: Business Plus, 1992. Print.<li data-bbox="505 1064 1539 1096">➤ "Best Sample Resume." <http://www.bestsampleresume.com><li data-bbox="505 1113 1539 1144">➤ "California Career Zone." <http://www.cacareerzone.org><li data-bbox="505 1161 1539 1192">➤ "Son of Citation Machine." <http://citationmachine.net><li data-bbox="505 1209 1539 1241">➤ "Occupational Outlook Handbook." <http://www.bls.gov/ooh><li data-bbox="505 1257 1539 1289">➤ "Toastmasters International." <http://toastmasters.org><li data-bbox="505 1306 1539 1337">➤ "Purdue OWL." <http://owl.english.purdue.edu/owl><li data-bbox="505 1354 1539 1386">➤ Textbooks used from all career pathways.<li data-bbox="505 1402 1539 1434">➤ Various websites researched by students.<li data-bbox="505 1451 1539 1514">➤ Video - Charthouse Learning, <i>FISH! Catch the Energy. Release the Potential</i>. 1998.

SECTION TWO — COURSE UNITS

UNIT I: Portfolio

1. Unit Summary

The portfolio is a collection of evidence that demonstrates the students' skills and abilities throughout the Senior Seminar course. It helps prepare students for college and employment in three complimentary ways. First, it is the central part of the course that gives students an opportunity to master important writing skills, meaningful to their possible audiences. Second, by completing the requirements, students can showcase their best works to colleges and potential employers. Third, by taking responsibility for putting together this collection, students plan and document their accomplishments, as well as identify areas for further improvement.

2. Major Assignment

Work Samples: Students showcase and describe four work samples of their best work that reflects a substantial program activity. These are practical examples of the student's workplace learning and written work that are linked directly to the CTE Model Curriculum Standards for the Health Science and Medical Terminology Career Pathway.

Example of Work Sample - Obtain and record a patient health history: For this example, students will conduct an in-person screening to identify and accurately record/document the patients chief complaint and related symptoms in the patients medical record, utilizing appropriate vocabulary. Students will apply critical thinking skills in performing patient assessment and care by conducting an in-person screening and recording the information appropriately into the patients chart. As they conduct the interview, they will apply active listening skills, language and verbal skills that enable patients' understanding and appropriate, congruent body language and other nonverbal skills. They will also demonstrate professionalism by being courteous and diplomatic; showing respect, empathy, and cultural sensitivity; maintaining privacy and confidentiality; and adapting to change. The medical record will be used as the "work sample".

Standards Addressed

CTE Standards for Patient Care Pathways

B5.6

Demonstrate the correct pronunciation of medical terms.

B6.2

Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3

Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.6

Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

CCSS Standards for Science and Technical Subjects

College and Career Readiness Anchor Standards for Reading:

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

College and Career Readiness Anchor Standards for Writing:

Text Types and Purposes*

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Science and Engineering Practices in the NGSS

The eight practices of science and engineering that the *Framework* identifies as essential for all students to learn and describes in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
8. Obtaining, evaluating, and communicating information

Instructional Objectives

Students will be able to:

- *Create a portfolio of work to be presented during Senior Defense of Learning presentations*
- *Create a standard resume as well as targeted resumes for specific internships*
- *Prepare for Job and Internship Interviews*
- *Build a 5-10 year post-high school plan based on their desired life style, career goals and necessary education for realistic expectations and career planning.*
- *Complete a mock interview with real industry professionals and reflect on room for improvement (strengths and weaknesses).*

Suggested Activities

Professionalism: Students will develop a model of professionalism that will be used throughout the rest of the course in terms of communication, appropriate attire and how one carries one's self.

*Resume Writing: Students will create a resume based on their work and educational experience; they will workshop it with their peers and then get industry partner feedback on it as well.

*Public Speaking: Students will practice elevator speeches in peer groups and then with presenters.

*Interview Skills: Students will practice interview skills in peer groups (speed dating style) and then go through a mock interview process with industry partners.

Reflection: Students will write reflections on pieces of evidence that they have met expectations demonstrating that they are ready to graduate and will be ready to enter the next phase of their life (college and/or career) in preparation for their senior defense.

* Requires a presenter (industry partner, CAP grant or some other source of presenter)

Suggested Assessment

1. *Culminating Mock Interview (with industry professionals)*
2. *5-10 year plan for after high school (Included in plan: Desired Life style, Education progression, Entry point for desired career)*

UNIT II: Research Project

1. Unit Summary

The research project is designed to provide students the opportunity to demonstrate their skills and knowledge learned in the Health and Medical career pathway. Completing the project shows their ability to plan, organize and create a product or event. The project also allows them to pursue specific interests and to meet professional in Health and Medical Services. There are three main components of the research project: a research paper, a product or activity, and the project presentation.

2. Major Assignment

Research Paper: Write an in-depth 8-12 page research paper using MLA guidelines for margins, text-formatting, heading and titles, and page numbering.

Conducting Research: As students research their topics, they should ask questions such as "What do I really want to know about this subject? What interests me the most about it? What makes it worth investigating." Using primary sources, students will seek answers to their questions and gain a deeper understanding about their topic by finding facts and ideas from a variety of reliable sources. They will be guided through the process of drafting their research findings using appropriate rhetorical, grammatical, and syntactical patters, forms, and structures to meet the needs of their intended audiences (peers and panel of judges). They will incorporate technology not only during the research phase of the project, but also in word processing drafts of the paper and applying appropriate formatting and produce an in-depth 8-12 page research paper.

Example of a research project for the Health and Medical career pathway: A student who will do a research paper about the causes of breast cancer will read medical journals, such as the American Journal of Medicine to find the latest fact in research on the disease. They may also read newspaper and magazine articles about interviews from the chief surgeon from the American Cancer Society or read actual testimonies of breast cancer survivors from the website www.cancerhopeenetwork.com.

Standards Addressed

CTE Standards for Patient Care Pathways:

B1.0

Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B1.2

Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B1.4

Illustrate the value of preventive and early intervention in relationship to health care practices.

B2.2

Describe basic stages of growth and development.

B3.2
Analyze diagrams, charts, graphs, and tables to interpret health care results.

B3.3
Record time using the 24-hour clock.

B4.0
Recognize and practice components of an intake assessment relevant to patient care.

B4.1
Conduct basic interview to acquire new knowledge (e.g., medical and family histories).

B4.2
Identify and summarize major life events as they impact health care practices and patient outcomes.

B4.3
Observe patient actions, interests, and behaviors while documenting responses.

B4.4
Collect and synthesize information or data about the patient's symptoms and vital signs.

B5.1
Use medical terminology in patient care appropriate to communicate information and observations.

B5.2
Accurately spell and define occupationally specific terms related to health care.

B5.6
Demonstrate the correct pronunciation of medical terms.

B6.1
Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.

B6.2
Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3
Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.4
Employ sensitivity and withhold bias when communicating with patients.

B6.6
Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

B7.0
Apply observation techniques to detect changes in the health status of patients.

B7.1
Demonstrate observation techniques.

B7.2
Differentiate between normal and abnormal patient health status.

B7.3
Document the patient findings and report information appropriately.

B7.4
Plan basic care procedures within the scope of practice to assist with patient comfort.

B9.0
Implement wellness strategies for the prevention of injury and disease.

B9.1
Know and implement practices to prevent injury and protect health for self and others.

B9.2
Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).

B9.4

Know how to access available wellness services (i.e., screening, exams, and immunizations).

B9.5

Identify alternative/complementary health practices as used for injury and disease prevention.

B9.6

Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

B12.0

Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B12.1

Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B13.0

Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

B13.1

Utilize culturally appropriate community resources.

B13.2

Recognize complementary and alternative medicine as practiced within various cultures.

B13.4

Ask questions and explore aspects of global significance.

B13.5

Analyze data using relevant concepts.

B13.6

Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

CCSS Standards for Science and Technical Subjects:

College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing:

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Science and Engineering Practices in the NGSS

The eight practices of science and engineering that the *Framework* identifies as essential for all students to learn and describes in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Instructional Objectives

Students will be able to:

- *Research treatments and management of conditions common to a particular demographic group.*
- *Present information in a professional, entertaining, confident and concise manner.*
- *Work effectively and efficiently in a team of peers to accomplish a common goal.*
- *Identify dependable sources of information while conducting research.*
- *Report findings in written and verbal form.*
- *Determine community resources that are available for various demographic groups for specific conditions.*

- *Use medical terminology accurately when appropriate.*
- *Distinguish between audience types (technical language for professionals vs laymen terminology for patient/client audiences)*

Suggested Activities

- *Teacher lead research project: instructor will lead students through the researching of two types of cancer covering topics such as risk factors, prevalence, screening, prevention, diagnosis, treatment, prognosis and health care professionals involved. (Focus is on Breast Cancer and Testicular Cancer)*
- *Team debate about screening types for breast and testicular cancer.*
- *Group Presentation to other student group (teacher assigned topic): student teams will each be assigned a disease/disorder to research and will be given materials to use to complete research. Teams will present findings to class.*
- *Team Research Project (team chosen topic): student teams will choose a disease or disorder to research.*
- *Team Presentation to a target audience outside of class (team chosen topic) Student team will use research to create a presentation about their chosen disease/disorder and will then present to a community group (class, community center, church group...)*
- *Individual Research Project (individual chosen topic): Student will choose a demographic group to research the health of and then choose one disease or disorder common to that group to research in more detail.*
- *Individual presentation to affected demographic (individual chosen topic): Students will use their research about a demographic group and a particular disease/disorder to prepare a presentation and then present to the demographic group studied (example: high school athletes and concussions)*

Suggested Assessment

Presentation Rubric: scored assessment of final presentations of each (team, individual).

Audience survey: to be administered before and after presentations to gauge learning, understanding and presenter effectiveness.

UNIT III: Internship

1. Unit Summary

The internship is a 36 hour working and learning experience that provides students the opportunity to apply their career and academic skills in a practical Health and Medical setting. Students are able to develop and practice an understanding of the high skill career area duties and responsibilities, terminology, climate, protocol, and other information that will enable interns to analyze and revise their meaningful future plans.

2. Major Assignment

During the internships for Health and Medical, students will experience a real work-place setting, establish relationships and expectations with peers and supervisors and write weekly reflections analyzing different aspects of their position in health care. Many students will be placed public health settings focused on the prevention and treatment areas on health care. Some students will work with Medical Residents in building skills necessary to their future success with education and career goals. Other students will work in laboratory settings, becoming proficient with basic calculations and laboratory set up. Students who meet age and industry requirements will be placed in clinical settings.

Students will accomplish a variety of tasks revolving around experience within the health care system, cultural awareness and sensitivity, communication with patients/clients in person and over the phone, and awareness of community health concerns and needs.

Example of Internship Assignment: During this process students will answer weekly reflection prompts about topics including cultural sensitivity in health care, workplace safety, biohazard disposal, professionalism, communication with peers, communication with supervisors, communication with patients/clients as well as the system of health care. An example prompt would be: In 250-300 words, describe your agencies role in the health care system, specifically where it falls in the delivery of services (prevention, diagnosis, pathology and treatment) and your participation in that service.

Standards Addressed

CTE Standards for Patient Care Pathways

B1.0

Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B1.2

Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B3.3

Record time using the 24-hour clock.

B4.0

Recognize and practice components of an intake assessment relevant to patient care.

B5.0

Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

- B5.1
Use medical terminology in patient care appropriate to communicate information and observations.
- B5.2
Accurately spell and define occupationally specific terms related to health care.
- B5.4
Use medical abbreviations to communicate information.
- B5.6
Demonstrate the correct pronunciation of medical terms.
- B6.0
Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.
- B6.1
Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.
- B6.2
Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.
- B6.3
Formulate appropriate responses to address the patients concerns and questions in a positive manner.
- B6.4
Employ sensitivity and withhold bias when communicating with patients.
- B6.6
Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.
- B9.2
Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).
- B9.6
Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.
- B10.0
Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.
- B11.0
Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.
- B11.2
Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.
- B11.3
Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).
- B11.4
Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

B12.0

Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B12.1

Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B12.4

Follow appropriate guidelines for implementation of various procedures.

B13.1

Utilize culturally appropriate community resources.

B13.2

Recognize complementary and alternative medicine as practiced within various cultures.

B13.3

Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.

B13.6

Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

CCSS Standards for Science and Technical Subjects

College and Career Readiness Anchor Standards for Reading:

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing:

Text Types and Purposes*

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

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2. Developing and using models
3. Planning and carrying out investigations
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Instructional Objectives

Students will be able to:

- *Demonstrate readiness for the workplace environment while completing internship hours (30 minimum, 100 maximum)*
- *Complete a venipuncture stick safely and successfully draw 3 vials of 'blood' using models.*
- *Take and assess a peer's vitals.*
- *Use analysis of health of a demographic group to make a community health improvement proposal including the role their internship agency might play in such a proposal.*
- *Reflections on internship: for example safety regulations/precautions taken, communication with peers, communication with supervisors, command structure, client description, agency goals/purpose...*

Suggested Activities

Application for internships
Interview for internship
Complete internship
Complete reflections on internships

Written Job description
First Aid and CPR certification
Venipuncture Lab
Vitals Review Lab
Community Health Proposal
Bioethics Debate
Portfolio of work completed (for defense of learning)

Suggested Assessment

First Aid/CPR Certification
Venipuncture Practical
Vitals Practical
Self-Assessment
Internship Supervisor Assessment
Teacher Internship drop-in Assessment
Senior Defense of Learning



COURSE OF STUDY

FOR

Men's Leadership Academy

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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The Sacramento City Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

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SECTION TWO — COURSE UNITS

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COURSE DESCRIPTION

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others' and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the MLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

RATIONALE

The Sacramento City Unified School District (SCUSD) Men's Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

COURSE GOALS

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.
- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.

- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of ‘Brothers Keepers.’

CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12TH GRADE

Reading Informational Text grades 9 -10

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR-Info 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCR-Info 3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCR-Info 7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCR-Info 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCR-Info 9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

CCR-Info 10 – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text grades 11-12

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCR-Info 9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Literature 9-10

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-Literacy.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Literature 11-12

CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Language 9-10**

Conventions of Standard English:

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1.a

Use parallel structure.*

CCSS.ELA-Literacy.L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-Literacy.L.9-10.2.b

Use a colon to introduce a list or quotation.

CCSS.ELA-Literacy.L.9-10.2.c

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.3.a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-Literacy.L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-Literacy.L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language 11-12

Conventions of Standard English:

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a

Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3.a

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-Literacy.L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards grades 9-10

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards grades 11-12

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS GRADE 9-10

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSL2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSL3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSL4 – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SPEAKING AND LISTENING STANDARDS GRADE 11-12

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSL3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSL4 - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCRH3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCRH5 – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCRH6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCRH7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCRH8 – Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCRH9 – Compare and contrast treatments of the same topic in several primary and secondary sources.

CCRH10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCRH3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCRH5 – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCRH6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CCRH7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCRH8 – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCRH9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCRH10 – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

INSTRUCTIONAL MATERIALS

Men’s Leadership Academy Curriculum

How Successful People Lead – John Maxwell
Between the World and Me – Ta-Nahesi Coates
Reach – 40 Black Men Speak on Living, Leading and Succeeding – Ben Jealous and Travian Shorters

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Introduction to the MLA Program..... 1 week

Unit 2 Emotional Well-Being..... 1 week

Unit 3 Developing Critical Consciousness..... 4 weeks

Unit 4 Moving towards High School Graduation..... 1 week

Unit 5 College and Career Readiness.....3 weeks

Unit 6 Developing a College and Career Path.....2 weeks

Unit 7 History and Legacy.....5 weeks

Unit 8 Physical Health..... 2 weeks

Unit 9 Good Decision Making.....2 weeks

Unit 10 Becoming Agents of Change.....5 weeks

Unit 11 Social Entrepreneurship.....5 weeks

Men's Leadership Academy
Sacramento City Unified School District

Title: Men's Leadership Academy
Transcript abbreviations:
Length of course: Full Year
Subject area: College-Preparatory Elective ("g") / Interdisciplinary
Grade levels: 9th, 10th, 11th, 12th
Course learning environment: Classroom Based

Course Description

Course overview:

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Men's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

The Sacramento City Unified School District Men's Leadership Academy curriculum was designed with the purpose of empowering young men to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

**1. Introduction to Men's Leadership Academy-Leadership
Instructional Objectives**

In this unit, students will define leadership and create leadership goals for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to write their own goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and weakness of each as seen in the decisions made. Student will have group discussions about the leadership decisions and how leadership styles influence those decisions.

They will evaluate these decisions and present their findings to the class as well as write about their personal leadership style and how it influences the decisions they make.

- Students will know about the MLA program's vision and objectives
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other
- Students will be able to engage in a variety of activities to learn more about their classmates and the vision of the MLA program

Suggested Activities

- Introduction to MLA presentation.
- MLA course syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breakers or community-building activities to develop trust among MLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journaling.
- Developing a classroom motto (focus on empowerment).

Instructional Assignment

A guided classroom discussion will be held to explore the question of who teaches us about our racial and ethnic histories? Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

2. Emotional Well-Being-Feedback

Instructional Objectives

Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communication skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being of others and link to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for students' well-being.
- Students will know about the importance of supportive relationships.

- Students will know about possible support services pertaining to their own lives.

Suggested Activities

- Self-assessment of emotional well-being with follow-up intervention or opportunities (if needed) - needs to be developed by MLA.
- Resources list of support agencies and organizations.
- Lessons on emotional well-being and positive relationships (supportive relationships).
- Readings or lessons on navigational capital and social capital (Yosso).
- Assignments or activities where students learn about the local organizations or support services in their communities.
- Field trips (organizations, homeless shelters, school-tour of services, etc.)
- Guest speaker from local organizations.
- Resource community/ school fair.

Instructional Assignment

We begin with using Julian Weisglass' definition of Leadership, which is taking responsibility for that which matters most (1998). Each student will write a critical analysis journal entry about how the speech shows what matters most to the leader.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

3. Developing Critical Consciousness-Writing

Instructional Objectives

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style.

- Students will be able to critically examine various texts through a critical lens
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts
- Students will be able to write in three different ways: Critically, reflectively and persuasively

Suggested Activities

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, etc.)

- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos, rap lyrics.)
- Google Image searches of communities and/or races (to view disparities and stereotypes/racism)
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically
- Socratic Seminars
- Self-reflective writing (examining their own roles in social inequity and injustice) - Student debates
- “Tour of the city” (analysis of resource gaps and communities)

Instructional Assignment

What motivates enslavement? Is it economic interest or a fundamental belief of superiority? Students will read excerpts from Malcolm X and Gandhi. Gandhi’s work will explore class perspectives and denouncing privilege. Malcolm X speeches and text will be used to explore civil rights vs. rights for humans. The students will be able to describe the acts of civil disobedience as a form of transformational resistance, rather than self-defeating resistance. The students will write a critical analysis of Tatum's Chapter 1, "Why Are All the Black Kids Sitting Together in the Cafeteria?" will be held in the classroom in a Socratic Seminar. The students will write a persuasive argument essay on the prompt: Where do students see Tatum's arguments in action in their own schooling?

Students will read Level 2 of "How Successful People Lead" - John Maxwell

4. Moving Towards High School Graduation-Reflection

Instructional Objectives

Students will learn about effective reflection and self-assessment. Students will think critically about their progress in class and the events throughout the course of their high school career.

- Students will be able to read their transcripts to monitor their progress for high school graduation
- Students will be able to engage in conversations about the importance of education and of setting larger goals
- Students will be able to write a reflective essay on their strengths and weaknesses as a students

Suggested Activities

- Activities and lessons on Sacramento City Unified high school graduation requirements (w/transcript overview)
- S.M.A.R.T. goal development session—having students create S.M.A.R.T. goals regarding their graduation goal
- Counselor workshops/presentations on high school graduation requirements (and A-G requirements)

- One-on-one or small group progress checks (where students monitor their own progress towards high school graduation)
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)

Instructional Assignment

- Student S.M.A.R.T. goal assessment of graduation progress at the end of each semester (self-reflection)
- Post-high school goals art assignment/exhibit
- High School graduation progress plan/portfolio
- Self-reflective journals (answering essential questions)

Students will read Level 2 of "How Successful People Lead" - John Maxwell

5. College and Career Readiness-Planning

Instructional Objectives

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress
- Students will know the requirements and job duties about a career of interest
- Students will know the requirements and important information about a college of interest
- Students will be able to write reflectively about themselves

Suggested Activities

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One-on-one or small group progress checks (where students monitor their own progress towards college admittance)
- Activities and lessons on A-G and testing requirements for four-year colleges
- Activities and lessons on career objectives: career-interest inventory, student self-reflective journaling, etc.
- Film clips (College board, etc.)
- Statistics on graduation rates, etc. (a critical reading of education and young men of color)
- Field trip to colleges (public and private) and local community businesses (focus on social entrepreneurship)

- Guest speakers (college and career)
- Parent Workshops on high school graduation requirements and college admissions requirements
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)
- Self-assessments for internship interests (11th and 12th graders)

Instructional Assignment

- Career & College research project and fair: Student will create a brochure or multimedia presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete this same work for the college of their choosing and present it to the class.
- In groups, students will plan and implement a school/community event using a project planning format. This event will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing, facility request, communication, and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

Students will read Level 3 of 'How Successful People Lead' - John Maxwell

6. Developing a College and Career Path-Planning Instructional Objectives

Students will write a detailed self alignment plan for their college and career path. This document will have many sections needed for the successful planning of their college or career path. The assessment of their plan will help students gain structure as it relates to the goals of the class because it will help students plan the many details associated with planning for their college or career path and the potential issues that may arise.

- Students will be able to present their clearly laid-out post-high school plans to others
- Students will be able to engage in internships and mentoring opportunities, in order to develop their leadership potential and their college/career paths
- Students will be able to present their clearly laid-out post-high school plans to others

Suggested Activities

- S.M.A.R.T. Goal development regarding college and/or career goals
- Self-reflective journals
- College and career research/inventories (from previous units)
- Assignment/Culminating Project on students' post-high school plans (with presentation component)

- Student assessment of interests and matching to (1) Internships (for 11th and 12th graders) and mentorships (for 9th and 10th graders)
- Structured and non-structured activities for students and mentors such as day-long retreats, dinners, events, etc. (ongoing for the rest of the year)
- Skills assessment and evaluative feedback

Instructional Assignment

- S.M.A.R.T. goals—career and college
- Self-reflective journals (answering essential questions)
- Student written report on post-high school plans (college and career) with detailed information and S.M.A.R.T. goal development for goal completion (with presentation)

Students will read Level 3 of "How Successful People Lead" - John Maxwell

7. Social Entrepreneurship-Creative Problem Solving/Writing Instructional Objectives

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing.

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving their communities
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities

Suggested Activities

- “Tour of the City” examining community equity and access
- Historical examination of community issues
- Lessons focusing on defining and providing examples of social entrepreneurship
- Research assignments (i.e., scavenger hunt) on local business/ examples of social entrepreneurship
- MLA student Social Entrepreneurship project
- Commercials or PSA’s (multimedia presentations of their projects)
- “Elevator Speech” assignment
- Project Presentation Night (with invited guests)
- Lessons or activities focusing on use of technology or have technology as a means to present work (ongoing throughout the year)
- Engagement with multimedia technologies
- Guest speakers/Social entrepreneurs focusing on careers in technology
- Technology based mentors and internship opportunities

- Field trips to organizations or companies focusing on technology

Instructional Assignment

- Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

Students will read Level 5 "How Successful People Lead" - John Maxwell

8. Becoming Agents of Change-Writing Instructional Objectives

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use of evidence when writing in any style. The importance of effective writing in business, education and groups will be discussed.

- Students will develop their sense of agency by carrying out short-term and long-term action plans that work towards viable solutions to the challenges students see in their schools and communities
- Students will be able to carry out their action-plan
- Students will know how to develop an action-plan and work in groups/as a team
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work for positive change

Suggested Activities

- Solutions-based assignments
- Activities and assignments for developing short-term and long-term action plans on how to implement possible solutions for an issue(s) students identified in previous unit (action-research project) AND carrying it out
- Class assignments linking students to local organizations
- Presentations to community members, politicians, staff/administrators, etc. (both their action-research and their action plans)
- Carrying out their action-plans

Instructional Assignments

- Action-plan drafts
- Short-term and Long-term action plans final drafts (carried out)
- Showcase event where students are able to inform the community about local issues or concerns (examples: Presentation to school board or other public forums).
- Students will write a persuasive essay, create a persuasive poster and an electronic advertisement. Student will write a critical essay on a leadership topic. Students will write reflectively in short journal assignments and longer essay assignments. Students will write a reflective essay focusing in on their leadership growth and development in preparation for their year-end legacy assignment.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

9. Creative Problem Solving

Instructional Objectives

This unit will focus on creativity and problem solving for real work situations. Students will work to identify the core issues of any situation and look at problems from others perspectives. They will learn how to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with appropriate personnel to present their solutions and persuade other of the viability of their ideas.

- Students will be able to engage in various conversations about poor decision- making and overcoming challenges
- Students will be able to evaluate their own progress towards their goals (SMART goals, etc.)
- Students will learn how to research and solve a community problem

Suggested Activities

- S.M.A.R.T. Goal development workshops (revisiting goals on college and career goals) Lessons focusing on life-skills (communication, healthy relationships, conflict resolution, time management, etc.)
- Self-evaluation of plans and behaviors, and feedback from MLA staff
- Decision-Making activities with Mentors
- Readings on decision-making and youth; for example: Solórzano's "Transformative Resistance" article/reading
- Workshops engaging students in decision-making activities and role-playing

- Guest speakers highlighting importance of good decision-making and creative problem solving
- Self-reflection journaling throughout
- Lessons on Developing Problem-Solving Skills

Instructional Assignment

Students will go out into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and /or parents and other students. If approved, they will implement their plan and follow through the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

10. Physical Health-Service Learning Leadership

Instructional Objectives

Students will learn the importance of serving others, their school, their community and their world. This will all be done through a service learning project around physical health and the world around us.

- Students will know about socio-economic disparities in physical health
- Students will know about particular health-related issues in their community, like diabetes, hypertension, etc.
- Students will be able to understand ways to prevent certain health issues and to work towards being healthy individuals
- Students will be able to engage others (school and/or community) with information on how to live healthy lives

Suggested Activities

- Health statistics, based on demographics
- Examination of physical health through a critical lens (statistics, readings, film, etc.)
- Socratic Seminars
- Self-reflective writing
- Student debates
- “Tour of the city” (analysis of food/health resources across communities)
- Guest speakers (food justice)
- Films (Unnatural Causes, SuperSize Me, Food Inc., etc.)
- Food journals
- Lessons on healthy eating, taking care of one’s body, etc.

- Examination of family history of health
- S.M.A.R.T. goals based on physical health

Instructional Assignment

- Self-reflective journals (answering essential questions)
- Large-class discussions or Socratic Seminars
- Individual or Group Presentations
- Food Journal will be kept by all students that will document daily eating habits. The students will develop a food plan that will allow for them to begin eating healthier based on the documented intake of certain foods, i.e. sugars, breads and water.
- Students will work in groups to develop a service project that will benefit others, their school, their community and the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an ongoing unit throughout the course.

Students will read Level 4 of "How Successful People Lead" - John Maxwell

11. History and Legacy-Communication and Writing Instructional Objectives

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch and evaluate famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice writing their own persuasive speeches.

- Students will be able to explore their own histories and learn about their ancestors
- Students will be able to engage with family or community in a series of assignments related to their identity
- Students will be able to complete a family tree
- Students will be able to combat negative stereotypes through the use of technology and social media
- Students will know some of their history and information about their ancestors (family and race/ethnic group)
- Students will explore about geography
- Students will know about the history of their communities and neighborhoods
- Students will know about negative stereotypes and assumptions regarding young men of color

Suggested Activities

- History lessons on legacy of students' ancestors (Mesoamerica, Chicano Movement, African Diaspora, etc.)—tailored to students in the class
- Student research projects on their ancestors or historical moments

- “Knowing Your Ancestors” assignment (Family tree assignment)
- Homework assignments having students interview/engage with family and/or community
- Documentary film or multimedia projects where students demonstrate Family Tree or research findings
- Personalized lessons focused identity: race, class, gender, sexuality, immigration status, etc. Focused on students exploring their own identities (self-reflection)
- Exploration of history and legacy (past and present); examining race and ethnicity in today’s context - Film analysis
- Lessons on geography
- Lessons and activities on stereotypes and the impact of social media (Google searches of ethnicities/races/etc.)
- Confronting stereotypes head-on
- Lessons on technology and multimedia use
- Guest speakers
- Field Trips (mural walks, etc.)
- Scavenger Hunt assignment

Instructional Assignment

- Quizzes and exams on content
- Self-reflective journaling answering Essential Questions
- Geography assignments
- Socratic Seminars
- Family Tree written piece and visual with presentation
- Art project capturing students’ multiple identities (w/presentation)
- Social media campaign (multimedia) where students confront stereotypes head on and present to various community and school members
- Students will write and give a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation, as well as how well they used public speaking skills. Their speech will be evaluated for its content and the arguments made and justified in their writing.

Students will read Level 4 of "How Successful People Lead" - John Maxwell



COURSE OF STUDY

FOR

Women's Leadership Academy

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2017

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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COURSE DESCRIPTION

Women’s Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others’ and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the WLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in

their personal development, academic achievement, and college planning and preparation.

RATIONALE

The Sacramento City Unified School District (SCUSD) Women’s Leadership Academy (WLA) curriculum was designed with the purpose of empowering young women of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

COURSE GOALS

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.
- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.
- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of ‘Brothers Keepers.’

CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12TH GRADE

Reading Informational Text grades 9 -10

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR-Info 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCR-Info 3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCR-Info 7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCR-Info 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCR-Info 9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

CCR-Info 10 – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text grades 11-12

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCR-Info 9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Literature 9-10

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-Literacy.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Literature 11-12

CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Language 9-10**

Conventions of Standard English:

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1.a

Use parallel structure.*

CCSS.ELA-Literacy.L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-Literacy.L.9-10.2.b

Use a colon to introduce a list or quotation.

CCSS.ELA-Literacy.L.9-10.2.c

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.3.a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-Literacy.L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-Literacy.L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language 11-12

Conventions of Standard English:

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a

Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3.a

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-Literacy.L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards grades 9-10

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- CCW2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- CCW10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards grades 11-12

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS GRADE 9-10

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSL2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSL3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSL4 – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA

b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA

CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SPEAKING AND LISTENING STANDARDS GRADE 11-12

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSL4 - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10

CCRHI – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCRH3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCRH5 – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCRH6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCRH7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCRH8 – Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCRH9 – Compare and contrast treatments of the same topic in several primary and secondary sources.

CCRH10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCRH3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCRH5 – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCRH6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CCRH7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCRH8 – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCRH9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCRH10 – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

INSTRUCTIONAL MATERIALS

Women’s Leadership Academy Curriculum

This Bridge Called My Back – Cherrie Moraga

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Introduction to the WLA Program.....	1 week
Unit 2 Self-Care: An Act of Political Warfare.....	1 week
Unit 3 Developing Critical Consciousness.....	4 weeks
Unit 4 Revolutionary Women.....	1 week
Unit 5 College and Career Readiness.....	3 weeks
Unit 6 Lineage and Legacy.....	2 weeks
Unit 7 My Body/My Mind.....	5 weeks
Unit 8 Social Justice for the Local and Global Community.....	2 weeks
Unit 9 The Experience of Gender and Sexism.....	2 weeks
Unit 10 Women in Technology and Entrepreneurship.....	5 weeks

Women's Leadership Academy
Sacramento City Unified School District

Title: Women's Leadership Academy

Transcript abbreviations:

Length of course: Full Year

Subject area: College-Preparatory Elective ("g") / Interdisciplinary

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based

Course Description

Course overview:

Women's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Women's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program supports students in their personal development, academic achievement, and college and career preparation.

Women's Leadership Academy (WLA) was designed with the purpose of empowering young women to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Development model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

Course content:

Introduction to Women's Leadership Academy

Instructional Objectives

In this unit, students will define leadership and create leadership aspirations (goals) for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to develop their own personal goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and the weakness of each as seen in the decisions made. Students will have group discussion that will allow for them to examine decisions that have been made and how different leadership styles influenced the decisions made. The students will be able to learn and understand the Women's Leadership Academy mission and vision, as well as engage in community building activities and self-reflective journal writing.

- Students will be able to understand WLA program mission and vision
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other

- Students will be able to engage in a variety of activities to learn more about their classmates and the mission/vision of WLA

Suggested Activities

- Introduction to WLA presentation.
- WLA Course Syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breaker or community building to develop trust among WLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journal writing.
- Developing a classroom motto (Focus on Knowledge, Strength and Empowerment).

Instructional Assignment

A guided discussion will be held to explore the question of who teaches us about our racial and ethnic histories. Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Selected writings from Langston Hughes (I, Too) and Rupi Kaur (Milk and Honey) will be used to help guide discussion around self identity.

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Self-Care: An Act of Political Warfare

Instructional Objectives

Students will learn how to practice and understand the importance of self-care. In this unit, students will take self assessments that will gauge their physical and emotional well-being, as well as provide students with important information and resources. Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communications skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being/self-care of other and link them to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for the students well-being/self-care.
- Students will know the importance of supportive relationships.
- Students will know about possible support services pertaining to their own personal lives.

Suggested Activities

- Self-assessment of emotional well-being with follow-up interventions or opportunities.
- Development of a resource booklet with support agencies and organizations available in the community.
- Readings on navigational and social capital.
- Project based learning activities that allow for a community audit of resources needed in the community.
- Field Trips
- Guest speakers from local/community organizations.
- Development of a Resource/Community fair.

Instructional Assignment

Students will read selected writings from "Love Letters to our Daughters. A collection of womanly affirmations. Each student will write a critical analysis journal entry about how the different writings show what matters most about powerful leaders. The students will also have a discussion about Audre Lorde's critical statement of "Self-Care is an act of Political Warfare?"

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Developing Critical Consciousness-Writing Instructional Objectives

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style. Students will increase critical consciousness as it pertains to race, gender, class, immigration and sexuality. Through in depth research and writing, students will be able to debate issues of inequality with a critical lens.

- Students will be able to critically examine various text through a critical lens.
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts.
- Students will be able to write in three different ways: Critically, reflectively and persuasively.

Suggested Activities

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, hegemony, etc.)
- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos and Hip-Hop lyrics).
- Google image search of communities and/or races (to view disparities and stereotypes/racism).
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically.
- Socratic Seminars.
- Self-reflective writing (examining their own roles in social inequity and injustice)
- Student Debates.
- City Walk Audit

Instructional Assignments

Students will view and debate the Netflix documentary "Miss Representation." Questions of the inequalities that women face in society, the workplace and at home will drive the discussion of this work. Students will work to develop the "inside" version and "outside" version of themselves, which will be taken from the viewpoint of self vs. society.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Revolutionary Women

Instructional Objectives

Students will learn about the different leadership styles of female revolutionary leaders in global social justice movements. Students will learn how global societal institutions sustain systemic oppression and domination over certain groups of people and how women have led both non-violent and violent resistance movements against these systems.

- Students will learn the difference between non-violent and violent resistance and postulate the necessity of each, given specific societal context.
- Students will learn what makes a woman a "revolutionary woman?"
- Students will be able to research and analyze the life of particular "revolutionary woman."
- Students will be able to present their findings on the life of a particular "revolutionary woman" through presentation formats like powerpoint, prezi, video, etc.

Suggested Activities

- Socratic Seminars.
- Research and Analysis of "revolutionary woman."
- Guest Speakers.
- Self-reflective writing (examining how they can be "revolutionary" for their own community).
- Critical readings of various texts (articles, literature, film, art, audio podcasts, etc.)

Instructional Assignment

Students will be divided into small groups to form their own council of revolutionary women. The students will be given laminated pictures of women who have made "revolutionary" efforts in their own community. Students will need to pick one "revolutionary" woman that they want to research and analyze. The students will need to build a biography vision board that answers the questions: What do we need to know about her personally? What "revolutionary" movement was she most known for and why? What is my personal connection to this "revolutionary" woman? How can I be "revolutionary" for my community?

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

College and Career and World Ready - Planning

Instructional Objectives

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all of the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others.
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress.
- Students will know the requirements and job duties of a career of interest.
- Students will know the requirements and important information about a college of interest.
- Students will be able to write reflectively about themselves.

Suggested Activities

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One on one or small group progress checks (Students will learn to monitor their own progress towards college acceptance).
- Activities and lessons on A-G and testing requirements for four year colleges/universities.
- Activities and lessons on career objectives: Career interest inventory, student self-reflective journal writing, etc.
- Statistics on graduation rates (a critical reading on young women of color).
- Parent workshops on high school graduation requirements and college admission requirements.
- Self-assessments for internship interest (11th-12th Grade)

Instructional Assignment

College and career research project and fair; Students will create a brochure or digital media presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete the same work for the college of their choosing and present it to the class.

In groups, students will plan and implement a school/community event using a project planning format. This events will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing, facility request, communication and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Lineage and Legacy - Communication and Writing

Instructional Objectives

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice their own persuasive speeches. Students will be exposed to their own personal lineage and identity through family research projects and students will critically examine the different stereotypes women have face overtime.

- Students will be able to explore their own histories and legacies to learn about their ancestors.
- Students will be able to engage with family or community in a series of assignments related to their identity.
- Students will be able to complete a family tree.
- Students will be able to combat negative stereotypes through the use of technology and social media.
- Students will know some of their history and information about their ancestors (family and race/ethnic group).
- Students will explore about geography and where they come from.
- Students will know about the history of their communities and neighborhood.
- Students will know about negative stereotypes and assumptions regarding young women of color.

Suggested Activities

- History lesson on legacy of students and their ancestors (Mesoamerica, Chicano Movement, African Diaspora) tailored to the students in the class.
- Student research project on their ancestors or historical moments.
- Family Tree assignment-Know Your Ancestors.
- Personalized lessons focused on identity: race, class, gender, sexuality, immigration status, etc.
- Exploration of lineage and legacy-Film analysis.
- Lessons and activities on stereotypes and the impact of social media.
- Guest speakers.
- Field trips.
- Scavenger hunt.

Instructional Assignment

- Quizzes and exams on content explored.
- Self-reflective journal writing answering essential questions.
- Geography assignments.
- Socratic Seminars.
- Photo Voice project that examines self-identity and community identity (with presentation).
- Social media campaign to combat the negative narrative surrounding young women of color.
- Students will write a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by their peers, as well as through self evaluation while watching their own taped speech. Their speech will be evaluated based on its content and the arguments made and justified in their writing.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga
My Body/My Mind: Becoming the Alchemist of my Physical and Mental Health - Service Learning Leadership
Instructional Objectives

Students will learn the importance of serving others, their community and their world. This will all be done through a service learning project around physical and mental health and the

world around us. Students will also learn about health related issues like diabetes and hypertension and its affects on communities of color.

- Students will know about socio-economic disparities in physical and mental health.
- Students will be able to understand ways to prevent certain health issues and how to work towards being healthy individuals.
- Students will be able to engage others (school/community) with information on how to live healthy lives.
- Students will be able to engage others in different health related techniques for healthy living (meditation, breathing, hiking).

Suggested Activities

- Health statistics audit based on community demographics.
- Examination of physical and mental health through a critical lens (statistics, reading, music and film).
- Socratic Seminars.
- Self-reflective writing.
- Student debates.
- S.M.A.R.T. Goals based on physical and mental health.
- Guest speakers.
- Food journals.
- Family physical and mental health audit that will tell the history of health related issues within a family.

Instructional Assignment

- Students will work in groups to develop a service learning project that will benefit others, their school, their community and the world. Students will be trained in and use the Human Center Design model to develop their project. Examples of projects could be visuals and statistics on the effects of food deserts in a community, Photo voice, family health audits, etc. Students will write a media release to help bring attention to their project. This will be an ongoing project throughout the course and the findings can be presented to the larger community at a showcase displaying the work.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Social Justice for the Local and Global Community-Creative Problem Solving Instructional Objectives

This unit will focus on creativity and problem solving for social justice issues that affect the local and global community. Students will work to identify the core issues of any situation and look at the problems from other perspectives. They will learn to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with the appropriate personnel to present their findings and persuade others of the viability of their ideas.

- Students will engage in various conversations about poor decision making and overcoming the challenges of the consequences.
- Students will be able to evaluate their own progress towards goals.

- Students will learn how to research and solve a local or global problem.
- Students will be able to carry out action plans.
- Students will understand the difference between implicit bias and bias.

Suggested Activities

- S.M.A.R.T. Goals development workshops.
- Self evaluation of plans and behaviors, with feedback from WLA staff.
- Decision making activities with mentors.
- Civic and community board campaign that allows students to join local boards for youth voice.
- Readings from Solorzano's "Transformative Resistance."
- Students will research a local and global issues that are aligned and begin to work in groups to problem solve solutions.

Instructional Assignment

Students will go into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and/or parents and other students. If approved, they will implement their plan and follow through with the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

The Experience of Gender and Sexism-Writing

Instructional Objectives

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use of evidence to speak to the narrative of gender and sexism in the local and global community. The importance of effective writing in business, education and groups will be discussed throughout. Students will also learn the importance of critical writings in the struggle for women equality and how writing narratives have helped guide progressive change overtime.

- Students will develop their own sense of agency by carrying out short-term and long-term action plans that work towards viable solutions around the gender and sexism experience.
- Students will be able to carry out their action plans.
- Students will learn how to work and develop actions plans within a group project.
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work towards positive change in the experience around gender and sexism.
- Students will deepen their understanding of the gender wage gap, how it manifest in different states and how it particularly impacts women of color.
- Students will explore their own opinions and experience with sexism and gender.

Suggested Activities

- Solution-based assignments.

- Class assignments linking students with local organizations.
- Short-term and long-term action plans that address biases within gender and sexism.
- Presentations of students action plans to local community members, school administration and/or parents.

Instructional Assignment

Students will write a persuasive essay, create a persuasive poster and electronic advertisement. Student will write a critical essay on women who have taken a leadership role in the fight against gender wage and sexism. Students will also write a reflective essay on their own personal bias in gender and sexism.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga

Women in Technology and Entrepreneurship

Instructional Objectives

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing. Students will develop their own project/proposal that will address a social justice issue through technology (Social media, etc).

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving outcomes for their community.
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools.
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities.

Suggested Activities

- Community audit to exam community equity and access.
- Historical examination of community issues.
- Lessons on defining and providing examples of social entrepreneurship.
- WLA and Social entrepreneurship project.
- "Elevator Speech" assignment.
- Commercials or PSA's (Multi-media presentations of their project).
- Project presentation night (with invited guest from community or local entrepreneurs)
- Guest speakers.
- Lessons or activities on use of technology or have technology as a mean to present work (ongoing throughout the year).

Instructional Assignment

Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" (local bank managers) to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

Students will read selected writings from "This Bridge Called My Back" - Cherrie Moraga



COURSE OF STUDY

FOR

Pre-Calculus Honors

Segment	High School
Length of Course	One Year
Developed by	<i>Suzie Craig</i>
First Edition	Fall 2018

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

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[TITLE OF COURSE OF STUDY]

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

Pre-Calculus Honors is an advanced mathematics course, focused on topics in Algebra, Functions, Complex Numbers and Vectors, and Trigonometry. Students will apply mathematics to real life situations, and utilize technology when appropriate.

This course focuses on building students' problem-solving skills as well as proving mathematical arguments and identities. Higher-level thinking strategies are reinforced, as well as formal mathematical language that described the world around them, and idea-rich mathematical discourse provides opportunities for all students to engage in the mathematics at an advanced level.

RATIONALE

This course prepares students for college-level mathematics, particularly calculus (or AP Calculus if taken in high school). Students will build on their learning from Integrated Math III to gain a deeper understanding of all function types. They will develop a deeper understanding of the concepts of limits, area, and slope that are essential in the development of calculus, and the outcomes achieved will be fluency and accuracy in Algebra and Trigonometry at an advanced level in preparation for college-level mathematics and Advanced Placement courses.

COURSE GOALS

Upon completion of this course, students will be able to:

- Understand and apply linear, quadratic, and exponential functions and their graphs
- Represents and use complex numbers on the complex plane
- Recognize, evaluate, and graph exponential and logarithmic functions
- Use exponential growth and decay models, as well as logarithmic models to fit data in order to model real-world situations
- Find inverses of functions graphically and algebraically
- Evaluate trigonometric functions of any angle and prove trigonometric identities and use them to solve problems
- Model real life problems using trigonometric functions
- Solve problems involving velocity and other quantities that can be represented by vectors
- Use matrices to represent and manipulate data and perform operations with matrices; interpret solutions in terms of a given situation
- Write the equations, analyze and sketch the graphs of parabolas, ellipses, and hyperbolas
- Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures; use volume formulas to solve problems

COURSE STANDARDS

California Common Core State Standards for Mathematics – Precalculus

Precalculus

P

Number and Quantity

The Complex Number System

N-CN

Perform arithmetic operations with complex numbers.

- (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

- (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
- (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .
- (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Vector and Matrix Quantities

N-VM

Represent and model with vector quantities.

- (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).
- (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

- (+) Add and subtract vectors.
 - Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
 - Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
 - Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
- (+) Multiply a vector by a scalar.
 - Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
 - Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\|c\mathbf{v}\| = |c|\mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $|c|\mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).

Perform operations on matrices and use matrices in applications.

- (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
- (+) Add, subtract, and multiply matrices of appropriate dimensions.
- (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is non-zero if and only if the matrix has a multiplicative inverse.
- (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
- (+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Seeing Structure in Expressions

A-SSE

Interpret the structure of expressions.

- Interpret expressions that represent a quantity in terms of its context. ★
 - Interpret parts of an expression, such as terms, factors, and coefficients. ★
 - Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .* ★
- Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

Arithmetic with Polynomials and Rational Expressions

A-APR

Rewrite rational expressions.

- Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
- (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a non-zero rational expression; add, subtract, multiply, and divide rational expressions.

Create equations that describe numbers or relationships.

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* CA ★
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* ★
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .* ★

Solve systems of equations.

8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Functions**Interpret functions that arise in applications in terms of the context.**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* ★

Analyze functions using different representations.

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★
 - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. ★
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ★

10. (+) Demonstrate an understanding of functions and equations defined parametrically and graph them. CA ★
11. (+) Graph polar coordinates and curves. Convert between polar and rectangular coordinate systems. CA

Building Functions

F-BF

Build new functions from existing functions.

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
- b. (+) Verify by composition that one function is the inverse of another.
- c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
- d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Trigonometric Functions

F-TF

Extend the domain of trigonometric functions using the unit circle.

4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions.

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. ★

Prove and apply trigonometric identities.

9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
10. (+) Prove the half angle and double angle identities for sine and cosine and use them to solve problems. CA

Geometry

Similarity, Right Triangles, and Trigonometry

G-SRT

Apply trigonometry to general triangles.

9. (+) Derive the formula $A = \frac{1}{2}ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Translate between the geometric description and the equation for a conic section.

3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
- 3.1 Given a quadratic equation of the form $ax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle, ellipse, parabola, or hyperbola and graph the equation. CA

INSTRUCTIONAL MATERIALS

[PreCalculus 6th Edition by Blitzer](#)

SUPPLEMENTARY MATERIALS:

[Walch CSS-IP Honors Supplement for Mathematics I, II, and III](#)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Sept Unit I: Linear, Quadratic, and Exponential Functions and Their Graphs
Oct Unit II: Complex Numbers
Nov - Dec ... Unit III: Exponential and Logarithmic Functions
Jan Unit IV: Composite and Inverse Functions
Feb Unit V: Trigonometric Functions
Mar Unit VI: Vector Analysis
April Unit VII: Matrices
May – June Unit VIII: Conic Sections, Analytic Geometry, and Volume Formulas

TEACHER RESOURCES

[PreCalculus 6th Edition by Blitzer \(including online resources\)](#)
[Walch CSS-IP Honors Supplement for Mathematics I, II, and III](#)
[Precalculus Chapter of the Mathematics Framework for California Public Schools](#)
[Walch Connect \(accessed electronically via Clever\)](#)
[Desmos \(www.Desmos.com and www.teacher.desmos.com\)](http://www.Desmos.com)
[Illustrative Mathematics tasks \(www.illustrativemathematics.org\)](http://www.illustrativemathematics.org)

RECOMMENDED STUDENT RESOURCES

(if available)

SECTION TWO — COURSE UNITS

UNIT I: **Linear, Quadratic, and Exponential Functions and Their Graphs**

Unit 1 reviews the definition of a function, function notation, and domain and range for linear, quadratic, exponential, polynomial, and rational functions

Standards Addressed

F-BF.1,3; F-IF.4,5,7a,7b,7d, 7e(exponential only)

Instructional Objectives

Students will be able to:

- Evaluate functions and identify their domain and range
- Graph simple functions by hand and graph more complex functions using technology
- Identify key features of graphs, and analyze graphs of functions in terms of a situation they model
- Identify and graph shifts, reflections, and non-rigid transformations of functions
- Find arithmetic combinations and compositions of functions

Suggested Activities

Students will be given a context or scenario that represents a relationship between two quantities. Students will create a table of values that represents the situation, they will graph the function (by hand or by using technology), and they will identify its domain, range, and other key features of the graph in terms of the given context. Students will analyze the function and make predictions about the context.

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT II: Complex Numbers

in this unit, students will extend students' work with complex numbers to include finding a conjugate of a complex number, and representing complex numbers and their operations on the complex plane.

Standards Addressed

(+)N-CN.3,4,5,6

Instructional Objectives

Students will be able to:

- Find the conjugate of a complex number
- Use conjugates to find moduli and quotients of complex numbers
- Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers); and explain why the rectangular and polar forms of a given complex number represent the same number.
- Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.
- Extend polynomial identities to the complex numbers
- Write equations in polar form, graph polar equations.

Suggested Activities

Students write a written response and cite specific examples to the prompt: "Why do we use complex numbers? Explain why complex numbers exist, explain the similarities and differences between complex numbers in rectangular form and complex numbers in polar form, and write a context and question that requires the use of complex numbers."

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT III: Exponential and Logarithmic Functions

In this unit, students will build on and expand their understanding of exponential and logarithmic functions from Math 1, 2, and 3. Students will model a variety of scenarios using exponential or logarithmic functions, and will analyze those models using multiple representations such as tables and graphs. Rates of change will again be a focus, as students compare rates of change as the input values increase. Students will also study the inverse relationship between exponential functions and logarithmic functions, and will use this relationship to critically analyze problems.

Standards Addressed

F-IF.7e (exponential and logarithmic)

Instructional Objectives

Students will be able to:

- Recognize, evaluate, and graph exponential and logarithmic functions.
- Rewrite logarithmic functions with different bases.
- Use properties of Logs.
- Solve exponential and logarithmic equations.
- Use exponential growth, decay models.
- Fit exponential and logarithmic models to data.
- Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Suggested Activities

Example Assignment: Students will use technology to model situations with exponential functions, analyze situations and make predictions, and explain their thinking in the Desmos activity: Mocha

(<https://teacher.desmos.com/activitybuilder/custom/564d37a2895eb8280b0bfe0d>)

Modeling – Starbucks Locations

(<https://teacher.desmos.com/activitybuilder/custom/564d37a2895eb8280b0bfe0d>)

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT IV: Composite and Inverse Functions

In Unit 4, students will explore inverse relations of functions. They will use mathematical and nonmathematical situations to develop an understanding of inverses. Students will analyze inverse relations to determine if they describe a one-to-one correspondence and learn to restrict the domain, if necessary, in order to define an inverse function. Students will verify inverse relations using symmetry in graphs and tables and using composition. Given a function, students will find the inverse function, if it exists, using algebraic techniques.

Standards Addressed

(+)F-BF.1c,4b,4c,4d,5

Instructional Objectives

Students will be able to:

- Find inverses of functions graphically and algebraically.
- Verify by composition that one function is the inverse of another
- Read values of an inverse function from a graph or a table, given that the function has an inverse.
- Produce an invertible function from a non-invertible function by restricting the domain.
- Understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems.

Suggested Activities

Students are given two functions to graph (either by hand or using technology), and they create arguments regarding whether or not the functions are inverses of each other using evidence from their graphs. See Illustrative Mathematics task: Exponentials and Logarithms 2:

<https://www.illustrativemathematics.org/contentstandards/HSF/BF/B/4/tasks/615>

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT V: Trigonometric Functions

In this unit, students will expand their understanding of the trigonometric functions by connecting properties of the functions to the unit circle. For example, students will use the unit circle to explain symmetry and periodicity of the graphs of the 6 basic trigonometric functions. Students extend their knowledge of finding inverses and use the inverses of trigonometric functions in a wide range of application problems, including modeling climate. Students are expected to use technology to evaluate solutions to trigonometric equations, and interpret the solutions in terms of a context that it models. Students will derive the addition and subtraction formulas for sine, cosine, and tangent, as well as the half angle and double-angle identities for sine and cosine, and make connections among these.

Standards Addressed

(+)F-TF.3,4,6,7,9,10(CA added)

Instructional Objectives

Students will be able to:

- Describe an angle and convert between degree and radian measures.
- Identify a unit circle and its relationship to real numbers.
- Evaluate trigonometric functions of any angle, using special right triangles and the unit circle, and technology when necessary.
- Prove trigonometric identities and use them to solve problems.
- Sketch graphs of trigonometric functions.
- Model real life problems using trigonometric functions, including inverse functions.
- Understand that restricting a trig function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- Use inverse trigonometric functions to solve problems

Suggested Activities

Students will choose an appropriate trigonometric function to model periodic phenomenon and answer questions about a given context. Students will justify their answers using the graph and/or equation of the trigonometric function in the task: As The Wheel Turn
<https://www.illustrativemathematics.org/content-standards/HSF/TF/B/5/tasks/595>

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT VI: Vector Analysis

In this unit, students learn how to represent a situation using vectors and will develop an understanding of magnitude, direction, and unit vectors. They will find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point, and they will interpret the magnitude and direction of a vector in terms of a situation that it models. Finally, students will graph each instance of a vector.

Standards Addressed

(+)N-VM.1,2,3,4,5

Instructional Objectives

Students will be able to:

- Recognize vector quantities as having both magnitude and direction.
- Solve problems involving velocity and other quantities that can be represented by vectors.
- Perform operations with vectors
- Describe the direction of vectors
- Interpret the magnitude of vectors in terms of a situation it models

Suggested Activities

Students will be given a context that requires them to use vectors to represent and model the situation, and use vectors to answer a question about the context, in Walch Honors 2.2.1: Problem Based Task. When 2 Cars Collide

<https://drive.google.com/open?id=0B1jANxjSDXrdTIwWld1ZXhXWmM>

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT VII: Matrices

In this unit, students will perform operations with matrices and use matrices to solve problems. Students will understand that matrix multiplication for square matrices is not a commutative operation but still satisfies the associative and distribute properties, and that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. Students will understand that the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. Students will represent a system of linear equations as a matrix equation and use it to solve problems, interpreting the solution(s) of a system of equations in terms of the context it models. Students will have the opportunity to design a computer animation using a computer program, and perform the matrix calculations needed to "animate" a figure.

Standards Addressed

(+)N-VM.6,7,8,9,10,11,12; (+)A-REI.8,9

Instructional Objectives

Students will be able to:

- Use matrices to represent and manipulate data
- Perform operations with matrices, including square matrices
- Work with 2x2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
- Multiply a vector by a matrix of suitable dimensions to produce another vector.
- Represent a system of linear equations as a matrix equation
- Find the inverse of a matrix if it exists and use it to solve systems of linear equations.
- Solve problems using matrices, and interpret the solution(s) in terms of a given situation

Suggested Activities

Example Assignment: Students use matrices and matrix operations to code and decode secret messages in Walch Honors 1.1.3: Problem Based Task, Mystery Messages with Matrices (<https://drive.google.com/file/d/0B1jANxjSDXrYWo1TThjWXpsc0E/view?usp=sharing>)

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.

UNIT VIII: Conic Sections, Analytic Geometry, and Volume Formulas

This unit first builds on previous work defining conic sections as the intersection of a cone and a plane, as well as locus definitions. In this unit, those ideas are used to model situations using the conic sections. Students will derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. Students will demonstrate an understanding of functions and equations defined parametrically, and graph them in the polar plane. Students will graph polar coordinates and curves, using technology where applicable, and convert between polar and rectangular coordinate systems. Students will have the opportunity to examine Cavalieri's Principle using a three-dimensional coordinate system and compare areas of cross sections that are parabolic segments or rectangles; through experimentation they will see that Cavalieri's Principle applies to any solid figure.

Standards Addressed

(+)G-GPE.3; G-GPE.3.1(CA); (+)G-GMD.2,3; (+)F-IF.10, 11(CA); (+)N-CN.4

Instructional Objectives

Students will be able to:

- Write the equations, analyze and sketch the graphs of parabolas, ellipses, and hyperbolas.
- Derive the equations of ellipses and hyperbolas given the foci
- Rewrite sets of parametric equations and find sets of parametric equations for graphs.
- Write equations of conics in polar form and graph in the polar plane.
- Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

Suggested Activities

Students explore the connections between algebraic and graphical representations of various conic sections as they work through a series of graphing challenges, using the

Desmos Activity: Building Conic Sections

(<https://teacher.desmos.com/activitybuilder/custom/56030ac728462f1706872e72>)

Suggested Assessment

Provide opportunities for students to apply the skills they learned to real-world situations, to explain their thinking in verbally and in writing, to work with a small group towards inquiry of a concept, as well as show mastery of procedural skills.