



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL ACADEMIC COURSE OUTLINE

Department	History/Social Science	Course Title		Introduction to Social Justice	Course Code		2131		
Grade Level	9-12	Short Title		Social Justice	Grad Requirement				No
Course Length	Two semesters	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes
Prerequisites	Recommended English 1-2								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB				No		
Meets UC "a-g" Requirement	Yes (g)		Meets NCAA Requirement				Yes		

COURSE DESCRIPTION:

In this course, students explore multiple definitions of social justice and methods used to promote social change. Students begin by evaluating how self and group identities shape individual perception and communities by investigating social identities and the agents of socialization. Students evaluate power dynamics by analyzing the distribution of wealth and power. Students investigate how public policy is developed to identify how lawmakers, community organizations, lobbyists, and popular movements shape policy and create a platform to affect social change. Students examine the historical importance and the contemporary relevance of struggles to overcome inequality and injustice. Students apply their understanding of social justice by identifying existing issues present in their own school and community. Students evaluate emerging social justice movements on a local, state, national, and global level by studying social justice issues, movements, pedagogy, and case studies. This course will consider the impact that the arts and social movements have on each other. Historical and theoretical materials will be contextualized by guest lectures, collaborations with local organizations, discussions, and performances by local artists, social justice advocates, lawyers, and community workers. Students will learn skills to proactively address issues of social justice, focusing on effective group and inter-group communication and organizing, development and implementation of action plans, linked learning projects, participation in discussion via community building circles, the critique of media, research, analysis of statistics with meaningful reflection.

COURSE PURPOSE: GOALS

(Student needs the course is intended to meet)

CONTENT

- Understand the important institutions of society and the principles that these institutions are intended to reflect.
- Evaluate how principles of democracy, equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and information interactions among citizens.
- Understand how public policy is made and the factors that influence public policy.
- Evaluate how social constructs influence individuals, groups, and organizations.
- Understand group dynamics.
- Evaluate the role of institutions as important components of social structure.
- Evaluate social structure to understand how social patterns are maintained over time.

- Analyze and investigate how individuals and societies are impacted by social change.
- Understand the concept of socialization and the agents of socialization.
- Evaluate how the agents of socialization influence their own social identities.
- Analyze how power is distributed and conflict caused of inequalities and diminished access to resources.
- Evaluate how perspectives shape ideas, attitudes, and beliefs and perspectives can change over time.
- Understand how a change in one area of life relates to change in other areas, bringing together political, economic, intellectual, social, cultural and other factors.
- Evaluate context in which events unfold.
- Understand how the impact economic globalization has lead to cooperation and conflict among countries
- Evaluate the consequences of human-made and natural catastrophes on human migration.
- Understand the intended and unintended impact of economic policy on economic conditions and the standard of living.
- Develop tolerance and respect for others.
- Develop empathy with people in the past whose perspectives are different from those of today.
- Define and Address public problems.
- Integrate and interpret geographic, historical, and statistical data including maps, charts, tables, primary and secondary accounts, photographs, informational texts and statistics to develop narrative, argumentative, and informational reports about the cultural, political, and economic factors and their relation to social justice issues and movements.
- Demonstrate civic engagement and democratic principles through the formulation and implementation of action plans.
- Document observational data and participate in a needs assessment after talking a community walk and conducting on-campus surveys to determine issues to be addressed later in action plans.

SKILLS

LITERACY

- Determine main ideas and definition of terms in informational texts in order to make meaning of the text and social justice related concepts.
- Utilize a range of sources from primary and secondary sources; including written documents, charts and graphs, artistic works, oral accounts, and other historical accounts.
- Analyze artistic works and their relation to social justice movements they are reflecting.
- Write informational texts to explain historical, contemporary, and emerging social justice issues, movements, and the development of public policy.
- Conduct an oral history interview with a member in the community that is currently or was active in social justice work.
- Develop a written action plan for an awareness campaign, event, or special on-campus project that will promote social justice.
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Maintain an interactive notebook/journal.
- Conduct research reports evaluating how social justice movements have impacted social change.

APPLICATIONS

- Apply appropriate technical skills and academic knowledge.

- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.
- Participate in linked learning opportunities with local community organizations.

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Geography. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Civic and Political Institutions

D2.Civ.1.9-12: Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.2.9-12: Analyze the roles of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.6.9-12: Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.9-12: Apply civic virtues and democratic principles when working with others.

D2.Civ.8.9-12: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

D2.Civ.12.9-12: Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

C3 Framework Indicators and K-12 Pathways for Economics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Exchange and Markets

D2.Eco.8.9-12: Describe the possible consequences, both intended and unintended, of government policies to improve market conditions.

The Global Economy

D2.Eco.15.9-12: Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Geographic Representations: Spatial Views of the World

D2.Geo.2.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Human Population: Spatial Patterns and Movements

D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

D2.Geo.12.9-12: Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

C3 Framework Indicators and K-12 Pathways for History:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Change, Continuity, and Context

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of the time and place as well as broader historical contexts.

D2.His.2.9-12: Analyze change and continuity in historical eras.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

D2.His.4.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Processes, Rules, and Laws

D2.His.5.9-12: Analyze how historical contexts shaped and continue to shape people's perspectives.

Processes, Rules, and Laws

D2.His.7.9-12: Explain how perspectives of people in the present shape interpretations of the past.

Historical Sources and Evidence

D2.His.10.9-12: Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.12.9-12: Use questions generated about multiple historical sources to pursue inquiry and investigate additional sources.

Causation and Argumentation

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12: Distinguish between long-term causes and triggering events in developing a historical argument.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

The Sociological Perspective and Methods of Inquiry

D2.Soc.3.9-12: Identify how social context influences individuals.

D2.Soc.4.9-12: Illustrate how sociological analysis can provide useful data-based information for decision making.

Social Structure: Culture, Institutions, and Society

D2.Soc.6.9-12: Identify the major components of culture.

D2.Soc.7.9-12: Cite examples of how culture influences the individuals in it.

D2.Soc.8.9-12: Identify important social institutions in society.

D2.Soc.9.9-12: Explain the role of social institutions in society.

D2.Soc.10.9-12: Analyze how social structures and cultures change.

Social Relationships: Self, Groups, and Socialization

D2.Soc.11.9-12: Analyze the influence of the primary agents of socializations and why they are influential.

D2.Soc.12.9-12: Explain the social construction of self and groups.

Stratification and Inequality

D2.Soc.15.9-12: Identify common patterns of social inequality.

D2.Soc.16.9-12: Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12: Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12: Propose and evaluate alternative responses to inequality.

C3 Framework Indicators and K-12 Pathways for Anthropology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Becoming a Person: Processes, Practices, and Consequences

D2.Anthro.10.9-12: Understand the variety of gendered, racialized, or other identities individuals take on over the life course, and identify the social and cultural processes through which those identities are constructed.

Global and Local: Societies, Environments and Globalization

D2.Anthro.14.9-12: Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is progressively interconnected.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways. The following are those skills most applicable to this course.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: 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.

Craft and Structure

11-12 R4: 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).

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12: from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- 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 the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and 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.
- 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 varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: 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 specific 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace and profitability of the organization.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Reference abbreviations used in the Outline of Content table (Content Standards section and the *CA Career Technical Education Foundation Standards* refer to these documents as follows:

- Civ-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - Eco-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - Geo-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - His-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - Soc-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - Anthro-** refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
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- R or W-** refers to the standards for grades 11 and 12 noted in the California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Unit One: Defining Social Justice (Three Weeks)

Sample Essential Question(s): What is Social Justice? What are components of social justice? What does Social Justice work look like?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to.... (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> ❑ Students know the elements of social justice (Civ2; Civ10; Soc18). ❑ Students know that 	<ul style="list-style-type: none"> ❑ Work collaboratively to complete the following tasks: define both social justice and the elements of social justice, compare definitions of social justice, and generate a definition of social justice (Civ2; Civ9; Civ10; Soc18; R2; R4; CR2). 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Social Justice Quote Poster and Argumentative Paper</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Defining Activism Activity</p> <p>“What is Human” Community</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Popular Education For Human Rights: 24 Participatory Exercises for Facilitators and Teachers (Activities 1, 2 and 13)</p> <p>http://www.hrea.org/pubs/claude00.html</p> <p>Social Justice Tour</p>

<p>there are a variety of components to social justice (Civ2; Civ9; Soc18).</p> <p>□ Students know what Social Justice work looks like (Civ2; Civ9; Soc18).</p>	<p>□ Identify and explain the different components of social justice using discussion, readings, and written responses (Civ2; Civ9; Soc18; R2; R4; W9; Cr2; CR9).</p> <p>□ Describe and differentiate examples of social justice in different forms and contexts (Civ2; Civ9; Soc18; R2; R4; W9; CR1; Cr2; CR9).</p> <p>□ Through an analysis of a series of quotes about social justice from social justice advocates, students will support a claim with evidence, illustrate their conclusions and justify their findings (Civ2; Civ9; Soc18; R2; R4; W9; CR2; CR5; CR10).</p>	<p>Building Circle</p> <p>“Needs, Rights, & Human Dignity” Activity- Deconstructing UDHR</p> <p>Bubble-map Components of Social Justice</p> <p>Brace-map Show Examples of Social Justice Techniques and Tools</p> <p>“The UDHR: What’s in it For Me?” Experiential Exercise</p> <p>Social Justice Tour</p>	<p>http://www.facingthefuture.org/TakeAction/SocialJustice/SocialJusticeTour/tabid/521/Default.aspx#.U6hF7Ba0Zq0</p> <p>UC, Berkeley School of Social Welfare Social Justice Symposium http://socialwelfare.berkeley.edu/social-justice-symposium-about</p> <p>Center for Non-Violence and Social Justice http://www.nonviolenceandsocialjustice.org/FAQs/What-is-Social-Justice/43/</p> <p>Teaching Tolerance- Defining Activism http://www.tolerance.org/lesson/defining-activism</p> <p>National Association of Social Workers https://www.socialworkers.org/pressroom/features/issue/peace.asp</p> <p>Ed Change: Building Equitable and Just Schools, Communities, and Organizations through Transformative Action http://www.edchange.org/handouts.html</p> <p>Handouts: Quotations on Diversity, Social Justice, and Education</p> <p>UN Universal Declaration of Human Rights http://www.un.org/en/events/humanrightsday/2007/hrphotos/declaration_eng.pdf</p> <p>United Nations Report-Social Change in an Open World http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Personal responsibility ● process ● outcome ● resources
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Unit Two: Identity: (Three-Four Weeks)

Sample Essential Question(s): What is a social construct? How do we use social constructs to describe individual and collective identities? What are agents of socialization? How do agents of socialization effect how we perceive others and ourselves? How do others perceive us and how do we want to be perceived?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> ❑ Students know social constructs (Anthro10; Soc3). ❑ Students know how social constructs are used to describe both individual and collective identities (Soc3; Soc12). ❑ Students know agents of socialization (Soc6; Soc7; Soc8; Soc11). ❑ Students determine how agents of socialization affect how we perceive others and ourselves (Soc11; Soc12). ❑ Students evaluate how others perceive us in comparison to how we want to be perceived (Anthro14; Soc11; Soc15; Soc16). 	<ul style="list-style-type: none"> ❑ Define elements of the social constructs used to explain identity by completing a series of readings, notebook entries, and class discussions (Anthro10; Civ9; Soc3; R2; R4; W9; CR1; CR2). ❑ Compare how the same social constructs are used differently to describe both individual and collective identities (Soc3; Soc12; R2; R4; W9; CR1; CR2). ❑ Explain and describe how agents of socialization shape identity (Soc6; Soc7; Soc8; Soc11; R2; R4; W9; CR2). ❑ Differentiate the perceptions of competing identity groups (Soc11; Soc12; Civ9; R2; R4; R7; CR1; CR2). ❑ Analyze the effect of bias on individual and group identities (Anthro14; Soc11; Soc15; Soc16; R7; W9; CR1; C2; CR5). ❑ Apply social constructs and agents of socialization as tools to 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Compare and Contrast Essay on Perception & Social Constructs</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Utilize a Circle Map to Define Social Constructs in the Context of Social Justice.</p> <p>Create an I Am/Where I'm From Reflection Piece</p> <p>Conduct Student Interviews</p> <p>Concept Map- Agents of Socialization</p> <p>Class Discussions on Readings Utilizing Community Building Circles</p> <p>Privilege Chains Experiential Exercise</p> <p>"Personal Identity in the Classroom" Experiential Exercise</p> <p>"Confronting Prejudice & Discrimination" Exercise</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Popular Education For Human Rights: 24 Participatory Exercises for Facilitators and Teachers (Confronting Prejudice & Discrimination: Exercise 15) http://www.hrea.org/pubs/claude00.html</p> <p>Defining the Mass Media http://www.sociology.org.uk/media/defined.pdf</p> <p>Education-Portal: Sociology http://education-portal.com/academy/lesson/what-is-sociology-definition-themes-careers-in-sociology.html#lesson</p> <p>Bubble-Map Agents of Socialization http://cnx.org/content/m42825/latest/?collection=col11407/latest</p> <p>Global Sociology https://globalsociology.pbworks.com/w/page/14711178/FrontPage</p> <p>Personal Identity in the Classroom Assignment- Permission Granted for Use by CCEJ</p> <p>University of Arizona Privilege Chains Activity http://www.life.arizona.edu/docs/social-justice/privilege-chains.pdf?sfvrsn=4</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • identity • culture

	<p>speculate how effective they are in the creation of accurate perceptions of others and ourselves (Soc11; Soc15; Soc16; W1; CR1; CR 2; CR5).</p>		<ul style="list-style-type: none"> • bias • race • nationality • social construction • socialization • agents of socialization • gender • social class • poverty • oppressed • person of color • access • privilege • xenophobia • prejudice • stereotype • discrimination • ethnocentrism
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Unit Three: Power (Four Weeks)

Sample Essential Question(s): What is the nature of power? Who holds power? What are different types of power (individual, economic, political)? How is power distributed within social systems?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> ❑ Students know the nature of power and different forms of power (Civ1; Soc11; Soc17). ❑ Students know who holds power in a society and how is power maintained (Civ1; Civ6; Civ8; Soc17). ❑ Students know the difference between different types of power: individual, economic, political (Civ1; Civ6; Civ8; Soc10; Soc17). 	<ul style="list-style-type: none"> ❑ Work collaboratively to develop a graphic tool that describes a familiar power structure using a social stratification model (Civ1; Civ9; Soc11; Soc17; R2; R4; W9; C2; C9). ❑ Define relationships of power described within existing social system previously graphed (Civ1; Civ6; Civ8; Soc17; R2; R4; W9; CR2). ❑ Compare different types of power by completing readings and notebook entries, engaging in class dialogue, and using thinking maps 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Unequal Unemployment: Data Analysis (Part One)</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Group Project-Social Stratification in a Familiar Setting</p> <p>Brace Map of Different Types of Power</p> <p>Compare and Critique Distribution of Power</p> <p>Written, Oral, or Visual Description of Power Dynamics</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Popular Education For Human Rights: 24 Participatory Exercises for Facilitators and Teachers (Information for Empowerment: Exercise 18)</p> <p>http://www.hrea.org/pubs/claude00.html</p> <p>Teaching Tolerance: Unequal Employment</p> <p>http://www.tolerance.org/lesson/unequal-unemployment</p> <p>Social Stratification Pyramid</p> <p>https://uncgsoc101.wordpress.com/module-6-social-stratification/</p> <p>Sociology Videos on Social</p>

<ul style="list-style-type: none"> ❑ Students know how power is distributed within social systems (Civ6; Civ8; Soc17). ❑ Students know the critiques made about existing systems of power (Civ6; Soc17; Soc18). 	<p>(Civ1; Civ6; Civ8; Soc10; Soc17; R2; R4; W9; CR2; CR5).</p> <ul style="list-style-type: none"> ❑ Analyze a case study to demonstrate mastery of concepts of power and the distribution of power. (Civ6; Civ8; Civ9; Soc17; R2; R4; W9; CR2; CR5). ❑ Evaluate two alternate viewpoints on how power is distributed (Civ6; Soc4; Soc17; Soc18; R2; R7; W7; W8; CR1; CR2; CR4). 	<p>Participate in Community Building Circles Deconstructing Main Ideas from Readings.</p> <p>“Information for Empowerment” Exercise</p>	<p>Stratification: http://education-portal.com/academy/lesson/social-status-caste-vs-class-and-social-stratification.html-lesson</p> <p>Graphic on Disparity of High/Low Wage Earners of 70 countries http://www.informationisbeautiful.net/visualizations/what-are-wallst-protestors-angry-about/</p> <p>The Gender Knot Selection: What Can We Do? http://www.cabrillo.edu/~lroberts/AlanJohnsonWhatCanWeDO001.pdf</p> <p>Pedagogy of the Oppressed Paulo Freire http://www.users.humboldt.edu/jwpowell/edreformFreire_pedagogy.pdf</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • distribution • media • gentrification • assimilation • acculturation • covert • overt • social stratification • target groups • privilege groups • power • systemic • institutional • Pedagogy • Paulo Freire
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Unit Four: The Political Process of Public Policy (Five Weeks)

Sample Essential Question: What is public policy and who makes it? What types of stakeholders are involved in creating policy change? What power do individuals have in the political process? How do organized groups make change in public policy? What methods are used to create policy changes? What challenges do groups face advocating for change to public policy? What role do elected officials have in developing public policy?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to... (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> ❑ Students know the different types of public policy (Civ13; Eco8). ❑ Students know the different types of stakeholders that are involved in creating policy change (Civ2; Civ5; Civ13). ❑ Students discern the power citizens and community leaders have in the political process (Civ2; Civ12). 	<ul style="list-style-type: none"> ❑ Work collaboratively to identify and define types of public policies (Civ9; Civ13; R2; R4; W9; CR2; CR9). ❑ Evaluate a series of existing policy examples to determine whether or not they are positive and negative public policies (Civ9; Civ13; Eco 8; R2; R4; W9; CR2; CR5; CR9). ❑ Comprehend the impact policies have on the public on a graphic organizer (Civ9; Civ13; Eco 8; R2; R4; W9; CR2; CR5). ❑ Identify and compare the different stakeholders and the roles they play in creating policy change by completing the following tasks: complete readings and notebook entries, classroom dialogue, and a comparison chart (Civ2; Civ5; Civ13; R2; R4; R7; W9; CR2; CR9). ❑ Evaluate the power individuals hold in the political process and policy change (Civ2; Civ12; R2; R7; W9; CR2; CR12). 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Unequal Unemployment: Policy Recommendations to Reduce Disparities in Unemployment Project (Part 2)</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Tree Map- Types of Power</p> <p>Comparison Chart- Stakeholders Involved in Policy Change</p> <p>Concept Map- How Is Public Policy Changed?</p> <p>Written, Oral, or Visual Evaluation of How Public Policies are Developed</p> <p>“Building Civil Society” Exercise</p> <p>Plus+ Minus- T-Chart on Good & Bad Policies</p> <p>Mind Map Poster-Grassroots and Social Change via Public Policy</p> <p>Venn Diagram- Comparing Methods of Stakeholders in Policy Change</p> <p>Bubble-Map on Challenges Faced by Groups Advocating for Social Change</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Popular Education For Human Rights: 24 Participatory Exercises for Facilitators and Teachers (Building a Civil Society: Exercise 9 The Police in Democracy: Exercise 21) http://www.hrea.org/pubs/claude00.html</p> <p>Teaching Tolerance: Unequal Employment lesson plan & Data http://www.tolerance.org/lesson/unequal-unemployment</p> <p>Public Policy Primer- http://www.iel.org/pubs/publicpolicy.pdf</p> <p>Grassroots Action and Learning for Social Change: Evaluating Community Organizing http://www.innonet.org/client_docs/File/center_pubs/evaluating_community_organizing.pdf</p> <p>Department of Justice-Community Policing Article http://www.cops.usdoj.gov/files/RIC/Publications/e080925236-lmpCP-Lessons.pdf</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Grassroots • Non-profit

<ul style="list-style-type: none"> ❑ Students know how organized groups make change in public policy (Civ5; Civ12; Civ14; Soc18). ❑ Students know the methods that are used to create policy changes (Civ5; Civ8; Civ12; Civ14; His2; Soc18). ❑ Students know the challenges groups face advocating for change to public policy (Civ5; Civ6; Civ14; His2; His4). ❑ Students know the roles elected officials have in developing public policy (Civ1). 	<ul style="list-style-type: none"> ❑ Demonstrate the roles and methods of grassroots organizations (Civ5; Civ12; Civ14; Soc18; R2; R4; R7; W9; CR2; CR9). ❑ Differentiate between and compare the methods utilized by different types of stakeholders use to create policy change. (Civ5; Civ9; Civ12; Civ14; His2; Soc18; R2; R4; R7; W9; CR2; CR9). ❑ Evaluate obstacles faced by groups advocating for social change by completing readings and notebook activities, dialogue and graphic organizer (Civ5; Civ6; Civ9; Civ14; His2; His4; R2; R4; W9; CR1; CR2; CR5). ❑ Illustrate power and process lawmakers use to influence policy change (Civ1; R2; R7; W9; CR1; CR2; CR5). ❑ Evaluate existing policies and case studies and make oral and written recommendations on policy change (Civ13; Eco 8; R2; R7; W1; W7; W9; CR1; CR2; CR5). 	<p>“The Police in Democracy” Exercise</p> <p>Written, Oral, or Visual Evaluation of How Individuals, Grassroots Efforts, and Institutions Advocate for and/or Impact Policy Change.</p>	<ul style="list-style-type: none"> • Non-governmental organizations • Public policy • Lobbyists • Initiative ballot • Congressional committee • Stakeholder
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Unit Five: Historical, Contemporary, and Emerging Social Justice Movements at the State, National, and Global Level (Five-Six Weeks)

Sample Essential Question: How did social justice shift from being a local to a global concern? How have modern social justice movements addressing issues like suffrage, civil rights, LGBTQ rights, public health, occupy, abolition, health care, labor, economic rights, prison reform and globalization built on historical precedents? How has our definition of who is a stakeholder in society changed over time? How have traditional concepts of organizing for social justice changed in the era of social media? Why do social justice issues continue to exist?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to... (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> ❑ Students learn about how social justice issues and movements have shifted from being a local to a global concern (Civ14; His1; His2; His5). ❑ Students know historic, contemporary, and emerging social justice issues and movements and can relate the impact they have/had addressing issues like suffrage, civil rights, LGBT rights, public health, abolition, health care, labor, economic rights, prison reform and anti-globalization (Civ12; Civ14; Eco15; Geo7; Geo8; Geo12; His1; His2; His3; His7). ❑ Students know how many social justice issues are built on historical precedents (Civ14; His5; His14; His15). ❑ Students learn about the 	<ul style="list-style-type: none"> ❑ Work collaboratively to identify the key factors responsible for shifting concern from a local to global on numerous social justice issues (Civ9; Civ14; His1; His2; His5; R2; R4; W9; CR2). ❑ Students research and investigate a number of different social justice issues from recent history to the present (Civ14; Eco15; Geo2; Geo7; Geo8; Geo12; His1; His3; His7; R2; R4; R7; W8; CR2; CR4; CR9). ❑ Students evaluate the impact of a number of different social justice issues from recent history to the present (Civ12; Civ14; Eco15; Geo7; Geo8; Geo12; His1; His2; His3; His7; Soc10; R2; R4; R7; W8; CR2; CR4; CR9). ❑ Students trace back historic roots of numerous social justice issues (Civ14; His5; His14; His15; R2; R4; W9; CR2; CR5). 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Social Justice Research Project</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Generate New 10 Point Plan Based on Current Challenges Faced Today.</p> <p>Written, Oral, or Visual Evaluation of Readings, Notebook Activities, Class Discussions, Documentaries, and Speakers on Numerous Social Justice Movements.</p> <p>Pyramid Chart-Reversing Time to Show Historical Origins of Specific Social Justice Movements.</p> <p>Circle Map- Defining Stakeholders</p> <p>T-Chart- Comparing Stakeholders Then and Now</p> <p>Double-Bubble Map-Social Justice Organizing Before/After Social Media</p> <p>Conduct a Labor Movement Analysis Project</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Oxfam Report: Working for the Few on global inequality http://www.oxfam.org/en/policy/working-for-the-few-economic-inequality</p> <p>Teaching Tolerance -School to Prison Pipeline http://www.tolerance.org/sites/default/files/general/School-to-Prison.pdf</p> <p>Documentary-Crips and Bloods: Made in America Discussion Guide http://www-tc.pbs.org/independentlens/cripsandbloods/resources/cripsandbloods-discussion.pdf</p> <p>Teaching Tolerance http://www.tolerance.org/lesson/recognizing-undocumented</p> <p>Zinn Education Project: 'What We Want, What We Believe' Teaching with the Black Panthers' Ten Point Program http://zinnedproject.org/materials/what-we-want-what-we-believe-teaching-with-the-black-panthers-ten-point-program/</p>

<p>definition of who is a stakeholder in society and how that definition has changed over time (Civ2; Civ14; His2; His4).</p> <p>□ Students know how traditional concepts of organizing for social justice have changed in the era of social media (Civ2; Civ5; Civ12; His10; His11; His15).</p> <p>□ Students explore why there are issues within social justice that remain constant (Civ14; His2; His12; His14; Soc16; Soc17).</p>	<p>□ Students recognize various stakeholders in society by generating a list and utilizing a graphic organizer to demonstrate how the definition has changed over time (Civ2; Civ14; His2; His4; R2; R4; W9; CR1; CR2; CR5).</p> <p>□ Students contrast and compare how organizing methods have changed since the advent of social media by citing concrete examples (Civ2; Civ5; Civ12; His10; His11; His15; R2; R4; R7; W8; CR2; CR4).</p> <p>□ Apply concepts of power and historical roots behind specific social justice issues to identify causes that explain why many social justice issues are unresolved (Civ9; Civ14; His2; His12; His14; Soc16; Soc17; R2; W9; CR1; CR2; CR5; CR12).</p>		<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Popular Education • School to Prison Pipeline • CA Dream Act • Budget • LA Riots • Deportations • UFW • Manolos • Labor • Repatriation • Immigration • Civil Rights Movement • Civil Liberties • Globalization • Wealth • Refugee • Migration • Interdependence
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Unit Six: Social Justice in Our Communities (Four Weeks)

Sample Essential Question: What does social justice look like in our communities? How have issues of social justice in our communities changed over time? What issues need to be currently addressed in our communities? What action is being taken in our communities to address those issues? What can we do as individuals to become more involved in our communities?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to.... (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<p>□ Know what social justice looks like in our communities (Civ5; Civ6; Civ14; Soc15; Soc18).</p>	<p>□ Work collaboratively to identify and define social justice in our communities historically and in the present (Civ5; Civ6; Civ9; Civ14;</p>	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Living Justice Oral History Project</p> <p>SUGGESTED</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p>

<ul style="list-style-type: none"> ❑ Know explanations for the ways in which issues of social justice in our communities changed over time (Civ8; Civ14; His2; Soc17). ❑ Know how to identify issues that need to be currently addressed in our communities (Civ5; Civ6; Civ12; Civ13; Civ14; Soc3; Soc15; Soc18). ❑ Know how to recognize what action is being taken in our communities to address those issues (Civ5; Civ7; Soc4; Soc18). ❑ Know how to determine what individuals and institutions can do to become more involved in our communities. (Civ2; Civ5; Civ6; Civ7; Civ14; Soc18) 	<p>Soc15; Soc18; R2; W9; CR2; CR5, CR9).</p> <ul style="list-style-type: none"> ❑ Formulate examples of historical and current local social justice issues (Civ8; Civ14; His2; Soc17; R2; R4; W9; CR1; CR2; CR5; CR9). ❑ Cite evidence of prevalent issues to distinguish which local issues are still unresolved today (Civ5; Civ6; Civ12; Civ13; Civ14; Soc3; Soc15; Soc18; R2; W9; CR1; CR2; CR5; CR9). ❑ Conduct a project to investigate what actions are being taken in our communities by our local governments, community organizations, and individuals (Civ5; Civ7; Soc4; Soc18; R2; R4; R7; W2; CR1; CR2; CR4; CR5; CR11). ❑ Formulate examples of options to assess what individuals and institutions can do to become more involved in our communities. (Civ2; Civ5; Civ6; Civ7; Civ14; Soc18; W9; CR1; CR2; CR5; CR9; CR10) 	<p>ASSIGNMENTS/ASSESSMENTS</p> <p>Mind Map-Social Justice in Our Community</p> <p>Venn Diagram-Past/Current Social Justice Issues</p> <p>Written, Oral, or Visual Evaluation of Readings, Notebook Activities, Video Clips, and Speakers.</p> <p>Target Map: Identify Examples of Action Being Taken on Social Justice Issues in Our Community.</p> <p>Plan a Resource Fair Share the Local Community Resources Identified</p> <p>Unsung Heroes PowerPoint Project</p> <p>Community Walk</p> <p>Community Needs Assessment- Action Plan Brainstorm Based on Community Walk Observations.</p>	<p>Zinn Education Project Teaching About Unsung Heroes http://zinnedproject.org/materials/teaching-about-unsung-heroes/</p> <p>Oral History Association http://www.oralhistory.org</p> <p>“Eight Steps to Doing Oral History,” developed by the Samuel Proctor Oral History Program, University of Florida; a quick guide. http://oral.history.ufl.edu/research/tutorials/</p> <p>“Interviewing Guidelines,” developed by UCLA’s Oral History Program http://oralhistory.library.ucla.edu/interviewGuidelines.html</p> <p>Choosing to Participate https://www.facinghistory.org/for-educators/educator-resources/resources/choosing-participate-revised-edition</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Community organizations • Public Health • Oral History • Volunteer
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Unit Seven: Art & Social Justice (Five Weeks)

Sample Essential Question: Art has been used as a tool by historical, contemporary, and emerging social justice movements, why is it effective? Why is it important to document human experience? How can we utilize the arts to raise awareness about social justice issues?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> □ Know common forms of visual and performing arts mediums used in social justice work (Civ12; His4; His11; His14; Soc3). □ Know the history behind public art and social justice movements (Civ6; Civ8; Civ10; Civ14; His4; His10; His11; His14; Soc18). □ Know examples of art selections to identify the social justice themes and issues addressed from historical and contemporary lens (Civ6; Civ8; Civ10; Civ14; His4; His10; His11; His14; Soc3). 	<ul style="list-style-type: none"> □ Work collaboratively to illustrate how historically, contemporary, and emerging social justice movements have utilized the visual and performing arts as tools for social justice and identify and define the patterns and elements that repeat across mediums (Civ9; Civ12; His4; His11; His14; Soc3; R2; R4; R7; W8; W9; CR1; CR2; CR5). □ Compare and evaluate art selections to identify how individual artists as well as the general use of the visual and performing arts has been utilized as a tool to address social justice issues and the significance of specific techniques or mediums used by different artists in both a historical and contemporary context i.e. Mexican Muralism, Watts Towers, Banksy, Vik Muniz, The People's Art Project, Theatre of the Oppressed and other examples from the visual and performing arts (Civ6; Civ8; Civ10; Civ14; His4; His10; 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>From Art to Awareness Project</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Design a Mural for the School</p> <p>Engage in Image Theatre Skits about Social Justice Issues</p> <p>Organize a Mini-Film Festival at lunch to Raise Awareness on Social Justice Issues</p> <p>Fieldtrip to Siqueiros Mural Located on Olvera Street or Watts Towers in Los Angeles</p> <p>Written, Oral, or Visual Evaluation of a Series of Performing and Visual Art Selections from Both Historical and Contemporary Social Justice Movements.</p> <p>Community Building Circles Evaluating and Critiquing Pieces</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>Teaching Tolerance Mighty Times: The Children's March http://www.tolerance.org/kit/mighty-times-childrens-march</p> <p>Zinn Education Project Stenciling Dissent http://zinnedproject.org/materials/stenciling-dissent/</p> <p>Community Classroom http://www.pbs.org/independentlens/classroom/</p> <p>Documentary: Wasteland http://cdn.itvs.org/waste_land_educ ator_guide.pdf</p> <p>Beyond Beats and Rhymes http://cdn.itvs.org/hip_hop_educator-guide.pdf</p> <p>Documentary: The Storm that Swept Mexico Revolutionary Art: The Storm that Swept Mexico http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-art/</p> <p>WATTS Art and Social Change Haggerty Museum of Art http://www.marquette.edu/haggerty/documents/WATTS_catalogue.pdf</p> <p>Citizens' Theatre: Introduction to Drama in the Classroom</p>

<ul style="list-style-type: none"> □ Know the intended impact and effectiveness different pieces had in communicating ideas (Civ2; Civ5; Civ12; His1; His2; His4). □ Assess the steps needed to determine how we can utilize the arts as a class to raise awareness about social justice issues (Civ7; Soc18). 	<p>His11; His14; Soc3; R2; R4; R7; W9; CR1; CR2; CR4; CR5; CR11; CR12).</p> <ul style="list-style-type: none"> □ Evaluate effectiveness of how art was used in previous and existing social justice movements and awareness campaigns (Civ2; Civ5; Civ12; His1; His2; His4; R2; R2; R7; W1; W9; CR1; CR2; CR5; CR9; CR12). □ Apply concepts learned about the use of the visual and performing arts to create a lunchtime event that will raise awareness on key issues identified by students (Civ7; Civ9; His11; Soc18; R2; R7; W8; CR1; CR2; CR4; CR5; CR9; CR10; CR11; CR12). 		<p>http://citz.co.uk/images/fileuploads/intro_to_Drama_Resource_Pack_v2.pdf</p> <p>Theatre of the Oppressed http://ptoweb.org/wp-content/uploads/2013/11/PTO-Zine-for-printing.pdf</p> <p>Zinn Education Project Five Years After the Levees Broke: Bearing Witness through Poetry http://www.rethinkingschools.org/strict.asp?path=archive/24_04/24_04_levees.shtml</p> <p>Poetry by Tupac Shakur http://allpoetry.com/Tupac_Shakur</p> <p>Catch a Fire Curriculum Guide http://www.amnestyusa.org/sites/default/files/pdfs/catchafirecurriculum.pdf</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Public Art • Murals • Theatre of the Oppressed • Image Theatre • Teatro Campesino • Augusto Boal • Rasquache • Documentation • Popular Communication • Bansky
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Unit Eight: Advocacy & Action (Six Weeks)

Sample Essential Question: What is advocacy? What is informed action and why is informed action essential? What is required to move an idea into action? What is difference between solidarity vs. sympathy? How do we define solidarity and what is the significance of solidarity in social justice?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to... (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> □ Know the definition of advocacy (Civ2; Civ6; Civ8; Civ10; Civ12). □ Know the concept of informed action and justify why informed 	<ul style="list-style-type: none"> □ Work collaboratively to define concepts of advocacy and informed action by completing the following: readings and notebook activities, class 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Action Plan- Creation to Implementation</p> <p>SUGGESTED</p>	<p>BASIC TEXT CORRELATION</p> <p>SUPPLEMENTAL RESOURCES/ MATERIALS</p>

<p>action essential (Civ2; Civ6; Civ8; Civ10; Civ12).</p> <ul style="list-style-type: none"> ❑ Know the difference between solidarity and sympathy (Civ5; Civ12; Civ14; His2). ❑ Know the definition of solidarity and the significance of solidarity in social justice work (Civ5; Civ12; Civ14; His2). ❑ Know the multiple steps and logistics required to move an idea into action (Civ7; Soc18). 	<p>discussion, and graphic organizer (Civ2; Civ6; Civ8; Civ10; Civ12; R2; R4; W9; CR1; CR2; CR5; CR9; CR12).</p> <ul style="list-style-type: none"> ❑ Compare concepts of solidarity and sympathy in class discussion and notebook activity (Civ5; Civ12; Civ14; His2; R2; W9; CR2; CR5; CR12). ❑ Describe and explain significance of solidarity in social justice movements (Civ5; Civ9; Civ12; Civ14; His2; R2; W9; CR1; CR2; CR5; CR12). ❑ Generate action plan documenting each step needed to move idea forward (Civ7; Civ9; His11; Soc18; R2; R7; W8; W9; CR1; CR2; CR4; CR5; CR9; CR10; CR11). ❑ Participate in the process of getting action plan approved by administrator (Civ7; Civ9; Soc18; W9; CR1; CR2; CR4; CR5; CR9; CR10; CR11). ❑ Generate weekly reports on progress and challenges moving project forward (Civ7; Civ9; His11; Soc18; W9; CR1; CR2; CR4; CR5; CR9; CR10; CR11). ❑ Analyze outcome after each action plan is completed via written reflections and classroom discussions to debrief successes and challenges (Civ7; Civ9; 	<p>ASSIGNMENTS/ ASSESSMENTS</p> <p>Concept Map-Defining Advocacy and Informed Action.</p> <p>Flow Map- Identify Sequence of Steps Needed to Develop Action Plan.</p> <p>Community Building Circle: Solidarity vs. Empathy</p> <p>+Plus –Minus T-Chart: Evaluating Old Action Plans Using Advocacy Tool Kits.</p> <p>Written, Oral, and Visual Explanation on Progress of Action Plans.</p> <p>Reflection Essay-Debrief Action Plan</p>	<p>Advocacy Tool Kit-Unicef http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf</p> <p>Community Tool Box-Online Advocacy Kit http://ctb.ku.edu/en/advocating-change</p> <p>Students Informing Now- Case Study http://eric.ed.gov/?id=EJ821605</p> <p>Sample Action Plan Templates http://www.e-c-a.ac.uk/media/uploaded_files/Action_Plan_forwebsite.pdf</p> <p>http://www.sde.idaho.gov/site/lep/docs/Workshop/Action_plan_template1.pdf</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Qualitative • Quantitative • Advocacy • Action Plan • Human Rights • Direct Action • Professional Advocates
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	His11; Soc18; CR1; CR2; CR5; CR9; CR10; CR11; CR12).		
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KEY ASSIGNMENTS:

Major Written Assignments	Introduction to Social Justice students will engage in daily writing assignments to synthesize lesson concepts which may include descriptions of social justice issues and movements within a historical, contemporary, cultural, political and economic context. On unit exams, students will also answer open-ended writing tasks evaluating historical, contemporary, and emerging social justice issues, movements, public policy issues, and power dynamics. Major writing assignments will take the form of an oral history report and one to two page reports of information and argumentative writing tasks embedded into unit key assignments.
Assessments	Teachers ask students to take periodic multiple-choice and short-answer quizzes, as well as unit exams to include a combination of stimulus-based multiple-choice, selected-response multiple-choice, as well as short answer questions.
<i>Projects – especially Quad D and Work-Based Learning Experiences including Service Learning</i>	Linked Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications based on available opportunities with local community organizations. Students are expected to plan, organize, and execute an action plan that promotes social justice on campus prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.
Key Assignments	In unit one, students will apply their conceptual understanding of social justice by creating a poster that utilizes a quote that closely represents their ideas of social justice; the posters will then be posted on campus to raise awareness. Each poster will be accompanied by a one-page essay justifying their choice and its relation to social justice based on the lectures and activities in class. In unit two, students will write a reflection essay using the prompt “Where I am from” that reflects their social identities and how they would like to be perceived by others. In units three and four, students will complete a data analysis project about the racial disparity of unemployment and policy recommendations to reduce the disparity. In unit five, students will conduct an oral history interview with a member of the community that is/was involved with social justice work. In unit six, students will create a multi-media project about a social justice organization, issue, or movement that they would like to raise awareness about. In unit seven, students will participate in an image theatre production raising awareness about a series of issues impacting our local school or community applying techniques from Theatre of the Oppressed. In unit eight, students will be responsible for executing an action plan that raises awareness specific issues by organizing a campaign, event, or special-project that will promote social justice on our campus.

Content-Specific Assignments:

Unit Number and Title: Unit 1, Defining Social Justice

Key Assignment Title: Social Justice Is...(Poster & Argumentative Essay)

Key Assignment Objective: Given a series of quotes about social justice from social justice advocates, students apply an understanding of social justice by identifying a quote that personifies their definition and understanding of social justice. Students will design a poster that is accompanied with a one-page essay justifying their selection based on evidence provided and reviewed in class.

Key Assignment Standards (Common Core and History/Social Science):
C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Civic and Political Institutions

D2.Civ.1.9-12: Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international level.

D2.Civ.6.9-12: Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Stratification and Inequality

D2.Soc.15.9-12: Identify common patterns of social inequity.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: 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.

Craft and Structure

11-12 R4: 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 the text.

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- 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 the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Supplemental Resources (when, how, and why): In order to write the essay and create the poster, students gather information and take notes on multiple social justice definitions provided in class, on the Universal Declaration on Human Rights, and UN Report Social Justice in an Open World, and the list of Social Justice Quotes from EdChange, as well as reflect upon the activities Defining Activism, and interactive activities What is Human? and What's in it For Me?

UC, Berkeley School of Social Welfare Social Justice Symposium Definition of Social Justice

<http://socialwelfare.berkeley.edu/social-justice-symposium-about>

Center for Non-Violence and Social Justice's Definition of Social Justice

<http://www.nonviolenceandsocialjustice.org/FAQs/What-is-Social-Justice/43/>

Teaching Tolerance-Defining Activism Activity

<http://www.tolerance.org/lesson/defining-activism>

National Association of Social Workers Definition of Social Justice

<https://www.socialworkers.org/pressroom/features/issue/peace.asp>

Ed Change: Building Equitable and Just Schools, Communities, and Organizations through Transformative Action

<http://www.edchange.org/handouts.html>

Handouts:

Quotations on Diversity, Social Justice, and Education

UN Universal Declaration of Human Rights

http://www.un.org/en/events/humanrightsday/2007/hrphotos/declaration_eng.pdf

United Nations Report-Social Change in an Open World

<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
10. Demonstrate creativity and innovation.

Detailed Description of the Process and Product:

Social Justice Is...

Goal: You will utilize your notes from the activities, discussions, and readings from class to design a poster that utilizes a social justice quote that embodies your perspective on social justice and write a one-page justification on why you selected the quote.

Role: You are an activist promoting your vision of social justice via your favorite social justice quote.

Audience: As an activist, you communicate your view on social justice; you must include bold visuals that will support your quote.

Situation: You are developing a poster to launch a campaign promoting social justice.

Product: You will create a poster, write a one-page reflection justifying why that quote represents your perspective on social justice, and present it to your peers.

Process:

1. Read through a selection of social justice quotes, you may also choose song lyrics, or research additional ones off the list.
2. Choose a quote that closely represents your understanding of social justice.
3. Design your poster; consider how you will make this poster visually interesting to draw people into your quote.
4. Use your notes from class activities and discussions along with class handouts to help formulate the evidence for your paper justifying why you selected the quote:

UN Universal Declaration of Human Rights

http://www.un.org/en/events/humanrightsday/2007/hrphotos/declaration_eng.pdf

UC, Berkeley School of Social Welfare Social Justice Symposium Definition of Social Justice

<http://socialwelfare.berkeley.edu/social-justice-symposium-about>

Center for Non-Violence and Social Justice's Definition of Social Justice

<http://www.nonviolenceandsocialjustice.org/FAQs/What-is-Social-Justice/43/>

National Association of Social Workers Definition of Social Justice

<https://www.socialworkers.org/pressroom/features/issue/peace.asp>

United Nations Report-Social Change in an Open World

<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

5. Use a bubble map to sketch out the evidence that you will use make the argument for your quote.
6. Develop a rough draft of your poster and your paper.
7. Create your "Social Justice Is..." poster. Include visual features. Be sure to cite who the quote is by.
8. Write thesis statement and draft your paper. Your paper must be at least one-page in length.
9. Prepare the final paper and poster to present in a two-five minute oral presentation of your perspective.

Expected Results/Outcome(s):

Prompt: Interpret the meaning of social justice to you by designing a poster utilizing a quote that embodies your perspective and writing a one-page paper. Include specific evidence from class discussions, activities, and readings to support your viewpoint.

Use the Argumentative Writing Rubric Below Inserted After Key Assignments (Grades 6-11)

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Effective introduction and conclusion • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Claim is clear, and the focus is mostly maintained for the purpose, audience, and task • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas • Adequate introduction and conclusion • Adequate progression of ideas from beginning to end; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Alternate and opposing argument(s) may not be acknowledged* 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response’s expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 2, Identity

Key Assignment Title: Perception and Social Constructs Essay

Key Assignment Objective: Given direct instruction, class discussions, readings, activities and student interviews, students apply an understanding how perception is impacted by social constructs by writing a one-two page essay and citing evidence supporting their thesis statement.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Social Relationships: Self, Groups, and Socialization

D2.Soc.11.9-12: Analyze the influence of the primary agents of socializations and why they are influential.

Stratification and Inequality

D2.Soc.15.9-12: Identify common patterns of inequity.

D2.Soc.16.9-12: Interpret the effects of inequality on groups and individuals.

C3 Framework Indicators and K-12 Pathways for Anthropology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Becoming a Person: Processes, Practices, and Consequences

D2.Anthro.10.9-12: Understand the variety of gendered, racialized, or other identities individuals take on over the life course, and identify the social and cultural processes through which those identities are constructed.

Global and Local: Societies, Environments, and Globalization

D2.Anthro.14.9-12: Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is progressively interconnected.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R2: 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.

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- 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 the claim(s), counterclaims, reasons, and evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on perception and social constructs, the agents of socialization, as well as participation in interactive activities to increase their awareness of the complexity of identity.

Defining the Mass Media

http://www.sociology.org.uk/media_defined.pdf

EducationPortal: Sociology

<http://education-portal.com/academy/lesson/what-is-sociology-definition-themes-careers-in-sociology.html#lesson>

Bubble-Map Agents of Socialization

<http://cnx.org/content/m42825/latest/?collection=col11407/latest>

Global Sociology

<https://globalsociology.pbworks.com/w/page/14711178/FrontPage>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Perception and Social Constructs Essay

Goal: You will use all of your notes and handouts from class instruction and dialogue to develop an essay explaining the relationship between perception and social constructs.

Role: You are a high school student.

Audience: Your Parents, you are explaining to them how their perceptions of you are defined by social constructs.

Situation: You learned about social constructs at school. Your parents do not share the same views as you about a given issue and you are trying to explain to them how their perception is impacted by social constructs.

Product: You will write a one to two page report, and present your arguments to peers via a community-building circle.

Process:

1. Set work schedule/timetable.
2. Choose your issue.
3. Determine the ideas of your arguments and the evidence you will use to support it.
4. You may use all of your class notes and handouts to generate your argument.
5. Develop a rough bibliography (If applicable).
6. Write an outline for your rough draft.
7. Conduct research for homework on the internet to fill-in any missing information. Add additional sources to your bibliography.
8. Write thesis statement and draft your paper. Your paper must be at least one-page in length.
9. Prepare the final paper; be prepared to discuss the arguments you used and the evidence you used to back your arguments with the class.
10. Your peers will take notes on your product.

Expected Results/Outcome(s):

Prompt: Write a one-two page essay on the impact social constructs have on perceptions utilizing the following scenario:

You learned about social constructs at school. Your parents do not share the same views as you about a given issue and you are trying to explain to them how their perception is impacted by social constructs.

Use the Argumentative Writing Rubric Below Inserted After Key Assignments (Grades 6-11)

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Effective introduction and conclusion • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Claim is clear, and the focus is mostly maintained for the purpose, audience, and task • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas • Adequate introduction and conclusion • Adequate progression of ideas from beginning to end; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Alternate and opposing argument(s) may not be acknowledged* 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 3-4, Power and The Political Process of Public Policy

Key Assignment Title: Unequal Unemployment Data Analysis and Policy Recommendations to Reduce Disparities in Unemployment

Key Assignment Objective: Given data from different states about unemployment rates, students will evaluate existing policies and services to identify contributing factors to the disparity in unemployment rates by writing a two page paper identifying policy recommendations citing evidence from the provided and researched data.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Civic and Political Institutions

D2.Civ.6.9-12: Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.8.9-12: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

D2.Civ.12.9-12: Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Stratification and Inequality

D2.Soc.17.9-12: Analyze why the distribution of power and inequalities can result in conflict.

C3 Framework Indicators and K-12 Pathways for Economics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Exchange and Markets:

D2.Eco.8.9-12: Describe the possible consequences, both intended and unintended, of government policies to improve markets.

The Global Economy:

D2.Eco.15.9-12: Explain how globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: Determine the central idea or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- 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 the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: 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 specific 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on unemployment data emphasizing disparities and research on potential policy solutions utilizing, but not limited to the following:

Handouts provided on unemployment data from:

<http://www.tolerance.org/lessons/unequal-unemployment>

US Department of Labor Statistics

<http://www.bls.gov>

Youth Unemployment

<http://peacechild.org/the-local-solution-to-youth-unemployment/>

NPR Transcript from interview on Unemployment Disparity

<http://www.npr.org/2013/05/04/181053769/fewer-jobs-persistent-racial-disparity>

Face the Facts USA

<http://www.facethefactsusa.org/facts/color-unemployment>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Unequal Unemployment Data Analysis and Policy Recommendations to Reduce Disparities in Unemployment

Goal: Make “good” policy recommendations that will reduce the disparity between unemployment rates.

Role: You have been brought in by the federal government as an independent research consultant to investigate the causes of the disparity amongst unemployment rates and make policy recommendations.

Audience: Local, State, and National government officials.

Situation: Our federal government has identified large discrepancies state by state in unemployment rates. In order to identify causes for those discrepancies they have brought in a team of independent consultants to determine potential factors that are causing the discrepancies and make policy recommendations to reduce the disparity.

Product: Your team of researchers will submit a two-page paper identifying your proposed policy recommendations.

Process:

1. Set work schedule/timetable.
2. Evaluate the data you have been provided and take notes on patterns you identify.
3. Research possible causes for disparities and what policies are already being implemented.
Develop a draft bibliography.
4. Use a multi-flow map to identify causes and effects of existing disparities.
5. Use a bubble-map to brainstorm possible solutions via public policy.
6. Write an outline for your rough draft. Begin to develop your thesis based on the recommendation/s your team is suggesting.
7. Conduct research for in class and for homework on the internet to fill-in any missing information.
Add additional sources to your bibliography.
8. Write thesis statement and draft your paper. Your paper must be at least two-pages in length.
9. Prepare the final paper; be prepared to discuss the arguments you used and the evidence you used to back your arguments with the class.
10. Your peers will take notes on your product.

Expected Results/Outcome(s):

Prompt: Students will create different potential policy solutions to reduce disparities in unemployment.

Use the 4 point Argumentative Writing Rubric Below Inserted After Key Assignments (Grades 6-11)

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Effective introduction and conclusion • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Claim is clear, and the focus is mostly maintained for the purpose, audience, and task • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas • Adequate introduction and conclusion • Adequate progression of ideas from beginning to end; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Alternate and opposing argument(s) may not be acknowledged* 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 5, Historical, Contemporary, Emerging Social Justice Movements at the State, National, and Global Level

Key Assignment Title: Social Justice Research Project

Key Assignment Objective: Given the opportunity to research a specific social justice leader, movement, or issue of their choosing, students will evaluate significance of that leader, movement, or issue by creating a 10-15 minute multi-media presentation to the class accompanied with a one-page fact sheet about that leader, movement, or issue.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Processes, Rules, and Laws

D2.Civ.12.9-12: Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

C3 Framework Indicators and K-12 Pathways for Economics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

The Global Economy

D2.Eco.15.9-12: Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different countries.

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Human Population: Spatial Patterns and Movements

D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.

D2.Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

D2.Geo.12.9-12: Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

C3 Framework Indicators and K-12 Pathways for History:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Change, Continuity, and Context

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of the time and place as well as broader historical contexts.

D2.His.2.9-12: Analyze change and continuity in historical eras.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by historical context.

Perspectives

D2.His.7.9-12: Explain how perspectives of people in the present shape interpretations of the past.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Social Structure: Culture, Institutions, and Society

D2.Soc.10.9-12: Analyze how social structures and cultures change.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-2 R2: 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.

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: 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 specific 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Supplemental Resources (when, how, and why): Students read and take notes on the social justice leaders, movements, and/or issues from, but not limited to the following sources to develop their project:

CIA Factbook offers information about political, economic and other demographic information about countries.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

CNN has current news by region.

<http://www.cnn.org>

Facing the Future-Social Justice Tour

<http://www.facingthefuture.org/TakeAction/SocialJustice/SocialJusticeTour/tabid/521/Default.aspx#.U6hF7Ba0Zg0>

Southern Poverty Law Center
<http://www.splcenter.org>

Amnesty International
<http://www.amnestyusa.org>

Human Rights Watch
<http://www.hrw.org>

Social Justice Solutions
<http://www.socialjusticesolutions.org>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.

Description of the Process and Product:

Social Justice Research Project

Goal: Educate your peers about a specific social justice leader, movement, or issue.

Role: You are an advocate trying to inform your peer group about the significance of your leader, movement, or issue.

Audience: High school students.

Situation: You are trying to find support for a specific social justice leader, movement, or issue and have been given the opportunity to do a short presentation at a social justice youth symposium.

Product: A multi-media presentation accompanied with a 1-page fact sheet about your selected leader, movement, or issue.

Process:

1. Set work schedule/timetable.
2. Select your topic.
3. Acquire data on the topic you have chosen. Be sure to be able to identify how the leader, movement, or issue is related to social justice. Develop a draft bibliography.
4. Write an outline for how you want to organize your slides and choose additional support i.e. video clips, songs, images, etc.
5. Conduct any additional research for homework on the internet to fill-in any missing information. Add additional sources to your bibliography.
6. Develop your PowerPoint. Your PowerPoint must be 10 slides in addition to a title and references slide.
7. Prepare your fact sheet. Focus on main ideas and evidence to support each one. You may use a graphic organizer or outline format of your choice.
8. Prepare for your presentation. You should paraphrase each slide, not read it verbatim.
9. Conduct your presentation to the class.

Expected Results/Outcome(s):

Prompt: Create a multi-media presentation about a specific social justice leader, movement or issue.

Use the Multi-Media Project Rubric Below Inserted After Key Assignments

Multimedia Project Rubric

CATEGORY	4	3	2	1
Oral Presentation	Interesting, well rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Organizational Content	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Written Mechanics	No obvious misspellings or grammatical errors.	5 or fewer misspellings and/or mechanical errors.	6-9 misspellings and/or grammatical errors.	More than 10 errors in spelling or grammar.
Sources Cited	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Content Scoring	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Aesthetics	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Technological Media	All technological media requirements are met and exceeded.	All technological media requirements are met minimally.	1 or 2 requirement was not completely met.	More than 3 requirements were not completely met.

Date Created: **May 29, 2014 11:02 am (CDT)**

Unit Number and Title: Unit 6, Social Justice in Our Communities

Key Assignment Title: Living Justice Oral History Project

Key Assignment Objective: Given the opportunity to read samples of oral histories, a list of questions and opportunities to practice techniques with each other in the classroom, students will connect the importance of documenting human experience by conducting an oral history interview with someone in the community who is or was involved in social justice work and submitting a typed final draft introducing the subject and the work they were involved in, the interview, and reflection summary.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Civic and Political Institutions

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.9-12: Apply civic virtues and democratic principles when working with others.

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

The Sociological Perspective and Methods of Inquiry

D2.Soc.3.9-12: Identify how social context influences individuals.

D2.Soc.4.9-12: Illustrate how sociological analysis can provide useful data-based information for decision making.

Stratification and Inequality

D2.Soc.16.9-12: Interpret the effects of inequality on groups and individuals.

D2.Soc.17.9-12: Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12: Propose and evaluate alternative responses to inequality.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

- a. Introduce a topic and 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 multi-media when useful to aiding comprehension.
- 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from or supports the information or explanation provided. (e.g., articulating implications or the significance of the topic.)

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: 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 specific 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Supplemental Resources (when, how, and why): Students read and take notes on the oral histories, techniques for oral histories, and ethical guidelines for conducting interviews:

Choosing to Participate

<https://www.facinghistory.org/for-educators/educator-resources/resources/choosing-participate-revised-edition>

Oral History Association

<http://www.oralhistory.org>

“Eight Steps to Doing Oral History,” developed by the Samuel Proctor Oral History Program, University of Florida; a quick guide.

<http://oral.history.ufl.edu/research/tutorials/>

“Interviewing Guidelines,” developed by UCLA’s Oral History Program

<http://oralhistory.library.ucla.edu/interviewGuidelines.html>

CIA Factbook offers information about political, economic and other demographic information about countries.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Living History Oral History Project

Goal: Students will interview a member of the community who is currently or was previously involved with social justice work.

Role: You are a student interested in documenting stories of people from our community.

Audience: Your peers, final drafts will be bound and displayed in the library for other students to read.

Situation: Your class is compiling a living document of oral histories from people in our community dedicated to social change.

Product: Students will produce a two-three page paper that includes an introduction to the subject and the work they were/are involved in, the interview, and a brief reflection on the experience.

Process:

1. Set work schedule/timetable.
2. Identify potential subjects by researching local history and identify organizations that do social justice work in Long Beach.
3. Make calls necessary to select your subject. (Develop a phone script if necessary to make the calls easier.)
4. Meet and greet your subject and get consigned consent form to return to your teacher.
5. During your meet and greet conduct a pre-interview to get basic information to help guide your official interview (name, age, movement involved in, ethnicity, etc.)
6. Set official time and date for your interview.
7. Review questions provided by teacher and add any of your own.
8. Review ethical guidelines and discuss concerns (if any) with the class.
9. Do a sound check on our recording device. Make sure you have enough battery, memory, volume, etc.
10. Acquire data on the issue or movement your subject is/was involved in. Develop a draft bibliography.
11. Conduct your interview.
12. Write an outline for how you want to organize your information and choose additional support i.e. video clips, songs, images, etc.
13. Conduct any additional research for homework on the internet to fill-in any missing information. Add additional sources to your bibliography.
14. Develop your final product.
15. Don't forget to include your bibliography.

Expected Results/Outcome(s):

Prompt: Document the living history of social justice in Long Beach by conducting a local interview with a community member involved with social justice work.

Use the 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) below attached after the key assignments.

**4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end • Effective introduction and conclusion • Controlling or main idea of a topic is clear, focused, and strongly maintained • Controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be presented • Main idea of the topic is adequate within the purpose, audience, and task 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional strategies and/or little variety • Uneven progression of ideas from beginning to end; basic and/or formulaic structure • Introduction or conclusion, if present, may be weak • Controlling or main idea may be clearly focused but is insufficiently sustained • Controlling or main idea may be unclear and/or somewhat unfocused 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident • Frequent extraneous ideas are evident; may be formulaic • Introduction and/or conclusion may be missing • May be very brief or have a major drift • Focus may be confusing or ambiguous 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated • References are relevant • Effective use of elaborative techniques • Use of domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Some evidence from sources is integrated • References may be general • Adequate use of elaborative techniques • Use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Evidence from sources is weakly integrated, vague, or imprecise • References may be vague, imprecise, or absent • Weak or uneven use of elaborate techniques • Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal, absent, incorrect, or irrelevant • References may be absent or incorrect • Minimal, if any, use of elaborative techniques • Use of domain-specific vocabulary is limited or ineffective for the audience and purpose 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 7, Art and Social Justice

Key Assignment Title: From Art to Awareness Project

Key Assignment Objective: Given the opportunity to review, discuss, and evaluate how visual and performing arts have been utilized in various social justice movements, students will work collaboratively to determine an issue they would like to raise awareness on by creating an original piece/pieces utilizing one or more of the methods studied in class.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.9-12: Apply civic virtues and democratic principles when working with others.

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

C3 Framework Indicators and K-12 Pathways for History:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Historical Sources and Evidence

D2.His.11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

The Sociological Perspective and Methods of Inquiry

D2.Soc.1.9-12: Identify how social context influences individuals.

Stratification and Inequality

D2.Soc.18.9-12: Propose and evaluate alternative responses to inequality.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: 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.

Integration of Knowledge and Ideas

11-12 R7: 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.

Common Core Writing Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

- f. Introduce a topic and 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 multi-media when useful to aiding comprehension.
- g. 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.
- h. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
- i. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- j. Provide a concluding statement or section that follows from or supports the information or explanation provided. (e.g., articulating implications or the significance of the topic.)

Research to Build and Present Knowledge

11-12 W8: 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 specific 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.

Use of Supplemental Resources (when, how, and why): Students read and take notes a variety of examples of the arts in social justice work and the techniques that are utilized:

WATTS Art and Social Change
Haggerty Museum of Art

http://www.marquette.edu/haggerty/documents/WATTS_catalogue.pdf

Citizens' Theatre: Introduction to Drama in the Classroom

http://citz.co.uk/images/fileuploads/Intro_to_Drama_Resource_Pack_v2.pdf

Community Classroom

<http://www.pbs.org/independentlens/classroom/>

Theatre of the Oppressed

<http://ptoweb.org/wp-content/uploads/2013/11/PTO-Zine-for-printing.pdf>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

From Art to Awareness Project

Goal: Create original visual and performing arts piece/s to raise awareness about a given issue.

Role: You are a member of a team responsible for creating an original piece/s to raise awareness of a given issue.

Audience: Your school community.

Situation: Your team is concerned about a given social justice issue, your team is responsible for raising awareness and have decided to use the visual and/or performing arts as the platform in which you intend to do so.

Product: You will perform or present your final product to the school at a given event.

Process:

1. Set work schedule/timetable.
2. Identify your topic and the medium you would like to use to raise awareness.
3. Brainstorm ideas on how to represent your topic via the medium you selected.
4. Meet with administrator (or whoever is responsible) to establish performance/reveal date.
5. Identify logistics and materials needed to complete your project.
6. Research your topic to identify what details you want to emphasize in your "piece". Develop a draft bibliography.
7. Use a mind map or a concept map to outline what you need to do to communicate your ideas using your medium.
8. Make adjustments to your timeline to include rehearsals, deadlines, drafts, prop development, etc.
9. Begin development of your product.
10. Review ethical guidelines and discuss concerns (if any) with the class.
11. Conduct any additional research for homework on the internet to fill-in any missing information. Add additional sources to your bibliography.
12. Continue to develop your final product, be very concerned with deadlines.
13. Perform or present your product at given opportunity set with administrator.
14. Evaluate your experience with the class in discussion.

Expected Results/Outcome(s):

Prompt: Educate others about a selected topic utilizing the arts as your primary platform.

Use the Project Rubric below inserted after the key assignments.

**Project Rubric
2014-15**

Score = 4 Grade Equivalent = A Percentage = 90-100%	Score = 3 Grade Equivalent = B Percentage = 80-89%	Score = 2 Grade Equivalent = C Percentage = 70-79%	Score = 1 Grade Equivalent = D Percentage = 60-69%	Score = 0 Grade Equivalent = F Percentage = 0-59%
<p>Product demonstrates a complete grasp of the content information without gaps and meets all other project requirements.</p> <p>All deadlines were met.</p> <p>Logistics were well planned out.</p> <p>Product shows insight and connections to intended idea is evident and clear.</p> <p>Project fully meets professional standards for presentation and/or formatting.</p>	<p>Product demonstrates a strong grasp of content information, but there are some gaps in the information or project requirements.</p> <p>Most deadlines were met, but the one's that weren't met did not prevent the presentation from happening.</p> <p>Logistics were planned out but some factors were overlooked.</p> <p>Product shows insight into the topic but missed the mark communicating intended ideas.</p> <p>Product meets most professional standards for presentation and/or formatting.</p>	<p>Product includes tasks and content sufficient to demonstrate satisfactory proficiency, but contains minimal information, such as a list of facts and basic graphics.</p> <p>Some deadlines were met, but original goals were adapted to meet deadline.</p> <p>Logistics were poorly planned but the presentation still happened.</p> <p>Product lacks insight and does not communicate intended ideas.</p> <p>Product fails to meet most professional standards for presentation and/or formatting.</p>	<p>Product includes some tasks and content, but the information provided is inaccurate or incomplete. Product consists of basic descriptions but little or no graphics.</p> <p>Deadlines were not met and product did not meet original goals.</p> <p>Logistics were not planned and it impacted the quality of the presentation.</p> <p>Product was unable to communicate intended ideas.</p> <p>Product fails to meet professional standards for presentation and/or formatting.</p>	<p>No product was submitted for evaluation.</p>

Unit Number and Title: Unit 8, Advocacy and Action

Key Assignment Title: Action Plan: Creation to Implementation

Key Assignment Objective: Given numerous examples of templates and the brainstorms generated from the needs assessment conducted during unit six, students will work collaboratively to apply concepts learned throughout the course to develop and implement an original action plan that will have a positive impact on the school.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Civics:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.9-12: Apply civic virtues and democratic principles when working with others.

D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings.

C3 Framework Indicators and K-12 Pathways for History:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Historical Sources and Evidence

D2.His.11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

C3 Framework Indicators and K-12 Pathways for Sociology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Stratification and Inequalities

D2.Soc.18.9-12: Propose and evaluate alternative responses to inequality.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.

Integration of Knowledge and Ideas

11-12 R7: 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.

Research to Build and Present Knowledge

11-12 W7: 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.

11-12 W8: 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 specific 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.

Use of Supplemental Resources (when, how, and why): Students read and take notes on advocacy and the use and implementation of action plans by using the following:

Advocacy Tool Kit-Unicef

http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

Community Tool Box-Online Advocacy Kit

<http://ctb.ku.edu/en/advocating-change>

Students Informing Now- Case Study

<http://eric.ed.gov/?id=EJ821605>

Sample Action Plan Templates

http://www.e-c-a.ac.uk/media/uploaded_files/Action_Plan_forwebsite.pdf

http://www.sde.idaho.gov/site/lep/docs/Workshop/Action_plan_template1.pdf

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Action Plan

Goal: Create and implement an action plan on campus.

Role: Student Organizer

Audience: School Student body and/or staff.

Situation: You are trying to improve our campus and/or raise awareness on campus regarding a specific issue of your choice.

Product: Students will use an action plan as a tool to develop ideas, identify logistics, access resources and needs, identify steps, set a timeline for completion, and to monitor progress made in the implementation of the “action” chosen by students.

Process:

1. Set work schedule/timetable.
2. Review the brainstorm and identify which ideas can be implemented within the parameters of time and resources available with the remainder of the class.
3. Determine what your “action” and visualize will look like by using a concept or mind map.
4. Determine the methods you would like to use to implement and the resources needed
5. Get initial idea approved before completing action plan.

6. Use the teacher provided template to plan your “action”, identify resources needed, intended outcome, identify assets and obstacles, establish logistics, map out timeline for completion and identify roles of your team.
7. Meet with administrator (or whoever is responsible) to get approval of your plan.
8. Conduct any research your on your issue to identify what details you want to emphasize in your “action”. Develop a draft bibliography.
9. Begin task analysis and divide tasks to be completed each week.
10. Document progress and set next steps for the following week.
11. Make adjustments to your timeline to include rehearsals, deadlines, drafts, prop development, etc.
12. Identify obstacles to implementation as they arise and discuss with class and teacher.
13. Conduct any additional research for homework on the internet to fill-in any missing information. Add additional sources to your bibliography.
14. Continue to develop your final product, be very concerned with deadlines.
15. Execute your “action” as planned.
16. Debrief your experience with the class in discussion.

Expected Results/Outcome(s):

Prompt: You will create a plan of action to improve our school or raise awareness on campus about a specific issue by organizing an “action” which may be an event, awareness campaign, project, etc. of your choice.

Use the Project Rubric inserted below after Key Assignments.

**Project Rubric
2014-15**

Score = 4 Grade Equivalent = A Percentage = 90-100%	Score = 3 Grade Equivalent = B Percentage = 80-89%	Score = 2 Grade Equivalent = C Percentage = 70-79%	Score = 1 Grade Equivalent = D Percentage = 60-69%	Score = 0 Grade Equivalent = F Percentage = 0-59%
<p>Product demonstrates a complete grasp of the content information without gaps and meets all other project requirements.</p> <p>All deadlines were met.</p> <p>Logistics were well planned out.</p> <p>Product shows insight and connections to intended idea is evident and clear.</p> <p>Project fully meets professional standards for presentation and/or formatting.</p>	<p>Product demonstrates a strong grasp of content information, but there are some gaps in the information or project requirements.</p> <p>Most deadlines were met, but the one's that weren't met did not prevent the presentation from happening.</p> <p>Logistics were planned out but some factors were overlooked.</p> <p>Product shows insight into the topic but missed the mark communicating intended ideas.</p> <p>Product meets most professional standards for presentation and/or formatting.</p>	<p>Product includes tasks and content sufficient to demonstrate satisfactory proficiency, but contains minimal information, such as a list of facts and basic graphics.</p> <p>Some deadlines were met, but original goals were adapted to meet deadline.</p> <p>Logistics were poorly planned but the presentation still happened.</p> <p>Product lacks insight and does not communicate intended ideas.</p> <p>Product fails to meet most professional standards for presentation and/or formatting.</p>	<p>Product includes some tasks and content, but the information provided is inaccurate or incomplete. Product consists of basic descriptions but little or no graphics.</p> <p>Deadlines were not met and product did not meet original goals.</p> <p>Logistics were not planned and it impacted the quality of the presentation.</p> <p>Product was unable to communicate intended ideas.</p> <p>Product fails to meet professional standards for presentation and/or formatting.</p>	<p>No product was submitted for evaluation.</p>

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Introduction to Social Justice-Specific Methods: While traditional methods of instruction will facilitate the teaching of Introduction to Social Justice, Introduction to Social Justice teachers will want to take advantage of as internet sources that allow students to easily access demographic, political, economic and cultural data, as well as create charts, essays, and multi-media presentations. Students are also engage by applying concepts learned in class into practice in units 6-8, which build off the theoretical foundation established in units 1-5. Students are encouraged to participate in Linked Learning opportunities with local communities. The course also utilized restorative practices such as Community Building Circles as a method to debrief, introduce, discuss, and evaluate materials.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Think (Write)/Pair/Share	• Restate in Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Hand Motions
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• Socratic Seminar	• Ticket Out of Class	
	• Cooperative Discussion Groups		

Baldrige Quality Tools: Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

BALDRIGE TOOL	PURPOSES
Affinity Diagram	– finding consensus, organizing complex information
Flowchart	– describing a process, planning a project, identifying problem steps in a process
Force Field Diagram	– identifying obstacles, finding causes and solutions to problems
Issues / Ideas Bin	– handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
Data Folder	– tracking goals and actual results
Plus / Delta	– tracking improvement efforts, identifying opportunities for change, finding out what’s working and what’s not working in a process, procedure, activity, etc.
Class Data Graphs	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

<u>Significant, Proven Strategies for ALL Students</u>			
<input type="checkbox"/> Hands-On Lab’s <input type="checkbox"/> Inquiry Activities <input type="checkbox"/> Short/Long-term projects	<input type="checkbox"/> Student Presentations <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Summarization	<input type="checkbox"/> Essential Questions <input type="checkbox"/> Thematic Units <input type="checkbox"/> Field Experiences	<input type="checkbox"/> Current Events <input type="checkbox"/> Career Choices <input type="checkbox"/> Guest Speakers

Literacy Strategies <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall	SDAIE Strategies for English Learners <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects)	Strategies for Students with Disabilities <input type="checkbox"/> IEP Accommodations (refer to student’s IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Alouds <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning	Differentiation for Advanced Learners <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study
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Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used

RESOURCES:*Documents*

- Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013): <http://www.socialstudies.org/c3>
- Common Core State Standards (2012): http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
- CTE Standards (2013): <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>.

Community Organizations and Universities Involved in Development:

California Conference for Equality and Justice (CCEJ)

USC Gould School of Law

Instituto de Educación Popular del Sur de California (IDEPSCA)

AIM 4 the HEART

Online Resources:

Popular Education For Human Rights: 24 Participatory Exercises for Facilitators and Teachers (Activities 1, 2 and 13)

<http://www.hrea.org/pubs/claude00.html>

Social Justice Tour

<http://www.facingthefuture.org/TakeAction/SocialJustice/SocialJusticeTour/tabid/521/Default.aspx#.U6hF7Ba0Zg0>

UC, Berkeley School of Social Welfare

Social Justice Symposium

<http://socialwelfare.berkeley.edu/social-justice-symposium-about>

Center for Non-Violence and Social Justice

<http://www.nonviolenceandsocialjustice.org/FAQs/What-is-Social-Justice/43/>

Teaching Tolerance-

Defining Activism

<http://www.tolerance.org/lesson/defining-activism>

National Association of Social Workers

<https://www.socialworkers.org/pressroom/features/issue/peace.asp>

Ed Change: Building Equitable and Just Schools, Communities, and Organizations through Transformative Action

<http://www.edchange.org/handouts.html>

Handouts:

[Quotations on Diversity, Social Justice, and Education](#)

UN Universal Declaration of Human Rights

http://www.un.org/en/events/humanrightsday/2007/hrphotos/declaration_eng.pdf

United Nations Report-Social Change in an Open World

<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

EducationPortal: Sociology

<http://education-portal.com/academy/lesson/what-is-sociology-definition-themes-careers-in-sociology.html#lesson>

Defining the Mass Media

http://www.sociology.org.uk/media_defined.pdf

Personal Identity in the Classroom Assignment- Permission Granted for Use by CCEJ

University of Arizona

Privilege Chains Activity

<http://www.life.arizona.edu/docs/social-justice/privilege-chains.pdf?sfvrsn=4>

Teaching Tolerance: Unequal Employment lesson plan & Data

<http://www.tolerance.org/lesson/unequal-unemployment>

Graphic on Disparity of High/Low Wage Earners of 70 countries

<http://www.informationisbeautiful.net/visualizations/what-are-wallst-protestors-angry-about/>

The Gender Knot Selection: What Can We Do?

<http://www.cabrillo.edu/~lroberts/AlanJohnsonWhatCanWeDO001.pdf>

Pedagogy of the Oppressed

Paulo Freire

http://www.users.humboldt.edu/jwpowell/edreformFreire_pedagogy.pdf

Zinn Education Project

Teaching About Unsung Heroes

<http://zinnedproject.org/materials/teaching-about-unsung-heroes/>

Oral History Association

<http://www.oralhistory.org>

"Eight Steps to Doing Oral History," developed by the Samuel Proctor Oral History Program, University of Florida; a quick guide.

<http://oral.history.ufl.edu/research/tutorials/>

"Interviewing Guidelines," developed by UCLA's Oral History Program

<http://oralhistory.library.ucla.edu/interviewGuidelines.html>

Choosing to Participate

<https://www.facinghistory.org/for-educators/educator-resources/resources/choosing-participate-revised-edition>

Documentary-Crips and Bloods: Made in America

Discussion Guide

http://www-tc.pbs.org/independentlens/cripsandbloods/resources/cripsandbloods_discussion.pdf

Teaching Tolerance

<http://www.tolerance.org/lesson/recognizing-undocumented>

Zinn Education Project

'What We Want, What We Believe' Teaching with the Black Panthers' Ten Point Program

<https://zinnedproject.org/materials/what-we-want-what-we-believe-teaching-with-the-black-panthers-ten-point-program/>

Teaching Tolerance

Mighty Times: The Children's March

<http://www.tolerance.org/kit/mighty-times-childrens-march>

Zinn Education Project

Stenciling Dissent

<http://zinnedproject.org/materials/stenciling-dissent/>

Community Classroom

<http://www.pbs.org/independentlens/classroom/>

Documentary: Wasteland

http://cdn.itvs.org/waste_land_educator_guide.pdf

Beyond Beats and Rhymes

http://cdn.itvs.org/hip_hop_educator-guide.pdf

Documentary: The Storm that Swept Mexico

Revolutionary Art: The Storm that Swept Mexico

<http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-art/>

WATTS Art and Social Change

Haggerty Museum of Art

http://www.marquette.edu/haggerty/documents/WATTS_catalogue.pdf

Citizens' Theatre: Introduction to Drama in the Classroom

http://citz.co.uk/images/fileuploads/Intro_to_Drama_Resource_Pack_v2.pdf

Theatre of the Oppressed

<http://ptoweb.org/wp-content/uploads/2013/11/PTO-Zine-for-printing.pdf>

Zinn Education Project

Five Years After the Levees Broke: Bearing Witness through Poetry

http://www.rethinkingschools.org/restrict.asp?path=archive/24_04/24_04_levees.shtml

Poetry by Tupac Shakur

http://allpoetry.com/Tupac_Shakur

Catch a Fire Curriculum Guide

<http://www.amnestyusa.org/sites/default/files/pdfs/catchafirecurriculum.pdf>

Advocacy Tool Kit-Unicef

http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

Community Tool Box-Online Advocacy Kit

<http://ctb.ku.edu/en/advocating-change>

Students Informing Now- Case Study

<http://eric.ed.gov/?id=EJ821605>

Sample Action Plan Templates

http://www.e-c-a.ac.uk/media/uploaded_files/Action_Plan_forwebsite.pdf

http://www.sde.idaho.gov/site/lep/docs/Workshop/Action_plan_template1.pdf

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Formative (Monitor)
District Developed Assessments	Key Assignments
Teacher Developed Assessments	Suggested Lesson Activities
Teacher Developed Assessments	Unit Exams and Daily Quizzes
Teacher Developed Assessments	Notebook and Homework

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

<u>STANDARD GRADING SCALE:</u>		
Advanced Proficient	A	90-100%
Proficient	B	80-89%
	C	70-79%
Partial Proficient	D	60-69%
Not Proficient	F	0-59%

Suggested Grade Weighting:

- | | |
|---|------|
| 1. Homework and Notebooks | 10 % |
| <ul style="list-style-type: none"> ○ This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion but not graded. ○ Homework could be: reading assignments, vocabulary study, note taking, or processing for short-term or long-term projects. ○ If teachers and students are using an Interactive Notebook all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach. | |
| 2. Classwork, In-Class Projects or Suggested Assignments | 35% |
| <ul style="list-style-type: none"> ○ After processing course material in notes, students create products. ○ Group and individual projects might include: Thinking Maps, Graphic Organizers, Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments. | |
| 3. Unit Exams and Daily Quizzes | 20 % |
| <ul style="list-style-type: none"> ○ Unit Exams are used to determine if students have attained proficiency. These can be the textbook assessments or teacher generated tests. ○ Quizzes are quick assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next content. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster. | |

4. Research Projects or Key Assignments	35 %
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- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information.

Submitted by:	Marika Manos
Submission Date:	5/11/2014
School/Office:	History Office, OCIPD
Curriculum Writing Team Members:	Marisol Ibanez-Tintorer, Jan Ballard, Charlie Dodson, and Bernice Banares
Original Board Approval Date:	
Revised Board Approval Date:	August 19, 2014

Saved on L:/drive, Common, Manos, Course Outlines, Social Justice