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Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Challenging Systems of Oppression: Reconstruction through Black Lives Matter							
Author	Caitlin MacLeod-Bluver							
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Course Goals: This course will help you: 1. Develop and refine your own voice, both in writing and speaking, as well as your reading skills and historical thinking skills. 2. Develop a deeper understanding of the historical systems of oppression in our society that continue to operate today, as well as develop a deeper understanding for how people have continuously challenged these systems. 3. Understand and demonstrate that you can use your voice to advocate for a more just world. Guiding Questions: The questions that will guide our inquiry this year are: 1. How did ordinary people fight against injustice? 2. How can I use my voice to advocate for justice?							
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Reconstruction	The Great Migration and Harlem Renaissance	Civil Rights	Criminal Injustice	Today			
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	What does it mean to be free? How did Black folx and their allies fight against injustice? To what extent do laws help us overcome injustice?	How did ordinary people use forms of art to resist injustice?	How do ordinary people stand up against injustice? What are the best tools for fighting injustice?	How does the U.S. criminal justice system create and maintain racial hierarchy through mass incarceration?	What will I do to challenge systems of oppression? How will I use my voice to advocate for change?			
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Critical Thinking Communication	Critical Thinking Communication	Critical Thinking Communication	Critical Thinking Communication	Critical Thinking Communication			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Critical Reading: CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its	Reading CR.KID.9-10.2 Determine a theme or central idea of a text and analyze in detail its			

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	development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text. CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I can determine the central idea of a grade-level text, cite strong textual evidence to support the central idea, and analyze how the author develops characters or unfolds an argument. Writing: W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> Historical Inquiry: HI.HP.9-10.2 Analyze how <u>historical contexts shaped and continue to shape</u> people’s perspectives. HI.CA.9-10.2 <u>Integrate evidence from multiple relevant</u> historical sources and interpretations into a <u>reasoned</u> argument about the past. SL.CC.9-10.1 <u>Initiate and participate effectively</u>	development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text. CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> Speaking and listening Historical Inquiry HI.CA.9-10.2 <u>Integrate evidence from multiple relevant</u> historical sources and interpretations into a <u>reasoned</u> argument about the past. HI.SE.9-10.2 <u>Use</u> questions generated about multiple historical sources <u>to pursue further inquiry and investigate additional sources.</u> Analyze how <u>historical contexts shaped and continue to shape</u> people’s perspectives. SL.CC.9-10.1 <u>Initiate and participate effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on age/grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and	development over the course of the text, including <u>how it emerges and is shaped and refined by specific details</u>; provide an objective summary of the text. CR.KID.9-10.1 Cite <u>strong and thorough</u> textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Writing W.A.9-10.1 Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> Speaking and listening Historical Inquiry HI.CA.9-10.2 <u>Integrate evidence from multiple relevant</u> historical sources and interpretations into a <u>reasoned</u> argument about the past. 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Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Argumentative Essay (celebrated with a Black History Month celebration)	Socratic Seminar and Art Gallery Creation	Argumentative Essay		Speech (Celebrated with a Speech Competition)			
Link to Unit <i>Clarification:</i> <i>This is the link to your unit plan.</i>	Reconstruction Unit Plan (Spring 2024)	Great Migration/Harlem Renaissance Unit Plan (Spring 2024)	Civil Rights Unit Plan (Spring 2023)	Criminal Injustice Unit Plan (Spring 2024)	Speech Unit Plan (Spring 2022)			