

UPLIFT Social Studies Unit Plan

UPLIFT Community High School Mission and Vision Statement	<p>Vision: We envision a school that is college preparatory, supports community involvement, and committed to working for social justice.</p> <p>Mission: Our mission at Uplift Community High School is to provide a relevant student-centered curriculum focused on social justice, creating an academically nurturing environment that promotes critical and creative thinking, instills pride and respect for others and self, and equips all of our students to become leaders of tomorrow.</p>
Social Justice Statement	The Social Studies Department of UPLIFT Community High School is committed to curriculum that is 1) grounded in the lives of our students; 2) critical; 3) multicultural, anti-racist, pro-justice; 4) participatory, experiential; 5) hopeful, joyful, kind, visionary; 6) activist; 7) academically rigorous; and 8) culturally and linguistically sensitive. (from <i>Rethinking Schools</i>)
Course	United States History
Unit Topic	Civics Through Schools Closings (includes a Service Learning Project)
Designer(s)	J. Cyriac Mathew
Unit Introduction	The purpose of this unit is for students to learn the importance of civic participation in a democracy through the exploration of an issue very relevant to students' lives: school closings. Although many residents in the city of Chicago, both young and old, are aware of the proposed school closings and have probably been exposed to related media sound-bites, a thorough understanding of the this complex issue is too often lacking. Being a two-week unit, the myriad complexities of the issue cannot be addressed adequately. However, it is possible to develop a solid understanding of some of the major issues, which will lead students to take an informed and educated position on school closings. The unit addresses both the Board of Education's explanations for the school closings, as well as the major concerns of groups opposed to them. A conscious effort is made to give fair hearings to all sides involved. The end goal is for students to develop a clearer understanding of the issues involved so that together we can make a decision about how to take action with regards to school closings, following a service-learning framework. Service-learning is a process which includes the following steps: 1) Investigation, 2) Preparation & Planning, 3) Action, 4) Reflection, and 5) Demonstration. Because much of the service-learning process is student-driven, the unit plan becomes less detailed in the second week, as we get into planning an action related to school closings.
NCSS Themes Emphasized	<p>_____ Culture</p> <p>_____ Time, Continuity, and Change</p> <p>_____ People, Places, and Environments</p> <p>_____ Individual Development and Identity</p> <p>_____ Individuals, Groups, and Institutions</p> <p>__X__ Power, Authority, and Governance</p> <p>_____ Production, Distribution, and Consumption</p> <p>_____ Science, Technology, and Society</p> <p>_____ Global Connections</p> <p>__X__ Civic Ideals and Practices</p>

Desired Results

Goals (This section should include standards identified in the department plan for this course.)

Illinois Learning Standards and Benchmarks

- 14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.
- 14.B.4 Compare the political systems of the United States to other nations.
- 14.C.4 Describe the meaning of participatory citizenship at all levels of government and society in the United States.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 CCSS: Grades 9-10 Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Illinois Social Studies Mandates

- African American History
- Civics
- Consumer Education
- Holocaust Study
- Study of History of Women
- Not Applicable

Desired Results (continued)

Overarching (dept. and course) and Topical (unit) Understandings	Overarching (dept. and course) and Topical (unit) Essential Questions
<ol style="list-style-type: none"> 1. School closings are complex, controversial, and critically important because of the importance of public education in our society. 2. Being an active citizen/activist means taking action to address the issues affecting you and your community. 	<ol style="list-style-type: none"> 1. Why is the Chicago Board of Education seeking to close 54 elementary schools? 2. Why are some teachers, parents, students, and community members opposed to the closings? 3. How will school closings affect students in the short- and long-term? 4. What is my responsibility in relation to the school closings as a Chicago resident and CPS student?
Unit Objectives: Students will know and be able to ... (dept., course and unit)	Unit Objectives: Students will know and be able to ... (dept., course and unit)
<ol style="list-style-type: none"> 1. The Board of Ed's rationale for the school closings 2. The reasons for opposition to the school closings 	<ol style="list-style-type: none"> 1. Determine the central ideas or information of a primary or secondary source. 2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 3. Formulate a plan of action after analysis of a social issue

Assessment Evidence

This section should support the department plan for assessment.

Performance Task(s) (GRASPS Format) or Other Culminating Assessment Task
TBD as unit progresses... Possibilities: <ol style="list-style-type: none">1. Students will write a MEL-Con paragraph in which they explain their position on school closings using the documents analyzed in class.2. Students will write a reflection paper about school closings and the service-learning process3. Students will write letters to the Board of Education in support of or against the school closings
Key Criteria (Attach rubric or describe key criteria.)
TBD as unit progresses
Other Evidence (Document Based Questions (DBQs), Thematic Essays, Papers, Multiple Choice Quizzes/Exams, Journals, etc.)
*teacher observations *daily in-class reading and writing activities *homework reflections

Learning Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p>4/1 Topic: Intro to school closings Objective: describe the debate around school closings Activities: 5 min – bellringer 10 min - review list of schools to be closed; make note of schools students have connection to; compile from all classes 10 min – brainstorm reasons for closings; use videos 10 min – brainstorm reasons for opposition to closings; use videos 5 min - explain service learning and unit project 5 min – reflection question</p>	<p>4/2 Topic: Board’s rationale Objective: explain the Board’s reasons for school closings Activities: 5 min – bellringer 5 min – BBB’s video about what CPS students deserve 30 min – read BBB’s explanation for school closings and complete first half of pro/con worksheet 5 min - reflection</p>	<p>4/3 Topic: Objective: explain objections to school closings Activities: 5 min – bellringer 5 min – video about opposition to closings 30 min – read response to Board’s explanation and complete second half of pro-con worksheet 5 min - reflection</p>	<p>4/4 Topic: Objective: describe the effects of school closings Activities: 5 min – bellringer 30 min – begin Effects of School Closings worksheet 5 min – watch videos of 3/25 student protest 5 min - reflection</p>	<p>4/5 Topic: Objective: describe the effects of school closings Activities: 5 min – bellringer 30 min – complete Effects of School Closings worksheet 5 min – watch videos of 3/27 protest 5 min - reflection</p>
<p>4/8 Topic: maps? BBB Sun-Times editorial? Planning for writing assignment? Objective: Activities:</p>	<p>4/9 Topic: formulating a position Objective: write a strong MEL-Con paragraph Activities: 45 min – write a MEL-Con paragraph explaining your position on school closings, using the documents from the previous week</p>	<p>4/10 Topic: planning our service-learning action? What do struggling schools need? Objective: Activities:</p>	<p>4/11 Topic: planning our service-learning action Objective: Activities:</p>	<p>4/12 Topic: planning our service-learning action Objective: Activities:</p>

Modifications to the Learning Plan for Diverse Learners

*Modifications and/or accommodations will be implemented according to each student’s Individual Education or 504 Plan.

*Modifications and/or accommodations will consist of, but are not limited too, modified reading curriculum and reinforcement of reading strategies to maximize comprehension, extended time on classroom assignments, homework, quizzes or tests, modified grading scale, and supplemental materials to assist learning.

*General education teacher will collaborate and/or consult with the special education teacher to ensure that academic and behavioral needs of students with an IEP or 504 Plan are being implemented to ensure success in the classroom