



**Contemporary World Issues and Civic Engagement:
Power, Justice, and Community
[1st Quarter]**

Timeline	Units / Themes	Standards	Student Focused Objectives	Resources/ Suggested Activities
7/31 - 8 9	Building Our Community + Defining Power, Justice, & Community	SS10.CWI.7 Identify strategies that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.	<p>I can define social identity, privilege, and marginalization.</p> <p>I can examine and articulate my own social identities and how they impact how I learn, live, and interact with others.</p> <p>I can compare and contrast my viewpoints and needs with those of others in my class.</p> <p>I can unpack and identify elements of a safe, affirming, and just learning environment.</p> <p>I can develop a text-based argument and defend that argument in a whole-group discussion.</p> <p>I can collaborate with my classmates to create seminar norms that reflect the group's collective needs and interests.</p>	<ul style="list-style-type: none"> ● Four Corners Activity ● Social Identity Wheel Activity ● Social Identity Theory (YouTube) ● Current events / news stories from various outlets ● Crafting Our "Special Guest Seminar" activity
8/12 - 8/31	Unpacking "Justice"	SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.	<p>I can examine and explain the themes of a fictional text related to justice and community.</p> <p>I can engage in a text-based discussion with my peers.</p> <p>I can compare and contrast media outlets' portrayal of current events and public</p>	<ul style="list-style-type: none"> ● Separate and Unequal (Frontline Documentary) ● "Justice" by Mariame Kaba (short story) ● "Positionality & Research: How our Identities Shape Inquiry" (Youtube) ● Crowdsourcing Justice: Teacher-created interview

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		<p>SS10.CWI.6.4 Describing the role of intentional and unintentional bias and flawed samplings.</p> <p>SS10.CWI.1.5 Interpreting statistical data related to political, social, and economic issues in current events</p> <p>SS10.CWI.1.2 Comparing current news stories to related past events</p> <p>SS10.CWI.3 Compare civic responsibilities, individual rights, opportunities, and privileges of citizens of the United States to those of citizens of other nations.</p>	<p>figures.</p> <p>I can conduct qualitative interviews.</p> <p>I can identify and examine my biases and perspectives related to my experiences and identities.</p> <p>I can explain how my positionality impacts my interpretation of qualitative data.</p> <p>I can code and analyze qualitative data. I can define and create data visualizations based on existing datasets.</p>	<p>activity and data visualization project</p> <ul style="list-style-type: none"> • Student-collected data • Data Visualizations • Dear Data Project • Current events / news stories from various outlets
9/9 - 9/20		<p>SS10.CWI.6.2 Describing the use, misuse, and meaning of different media materials, including photographs, artwork, and film clips</p> <p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p> <p>SS10.CWI.5 Analyze cultural elements, including</p>	<p>I can describe and analyze the elements of visual storytelling in a diverse array of examples.</p> <p>I can articulate the relationship between visuals, text, intended purpose, and themes of visual stories.</p> <p>I can make connections between current events and historical trends.</p> <p>I can create personal visual stories and explain the reasoning behind artistic and textual choices made in the stories.</p>	<ul style="list-style-type: none"> • Dread Scott Ted Talk - How art can shape America's conversation about freedom • Islamophobia in America 20 years after 9/11 (ABC News) • Visual Storytelling Examples • Current events / news stories from various outlets

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		<p>language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.1.2 Comparing current news stories to related past events</p>		
9/23 - 9/27		<p>SS10.CWI.6.2 Describing the use, misuse, and meaning of different media materials, including photographs, artwork, and film clips</p> <p>SS10.CWI.1.2 Comparing current news stories to related past events</p>	<p>I can develop a text-based argument and defend that argument in a whole-group discussion.</p> <p>I can identify and describe the visual and textual elements of textbooks.</p> <p>I can analyze the impact of textbooks' design, structure, perspective, and purpose on the effectiveness, readability, and quality of storytelling.</p> <p>I can collaborate with others to plan, create, and present a critical analysis of a history textbook.</p>	<ul style="list-style-type: none"> ● Four Corners activity ● America Redux: America Redux: Visual Stories from Our Dynamic History (book) ● America Redux (website) ● Textbook Examples: <ul style="list-style-type: none"> ○ The Americans (Student Edition) ○ HMH History Textbook ○ United States History (Holt) ○ Creating America ● Current events / news stories from various outlets