

Unit Title	Key concept	Related concept	Global context	Statement of inquiry	objectives	ATL skills	Content
<b>What does it mean to be a citizen?</b>	Relationships	Citizenship Interdependence	Fairness and Development: Authority, security, and freedom	In an interdependent world where resources are not equally distributed, definitions of citizenship are being challenged and reimaged.	<u>A. Knowing and Understanding</u> A.i. Use a range of terminology in context A.ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples <u>C. Communicating</u> C.i. Communicate information and ideas in a way that is appropriate for the audience and purpose C.iii. Create a reference list and cite sources of information <u>D. Thinking Critically</u> D.iv. Recognize different perspectives and explain their implications	<ul style="list-style-type: none"> <li>•Develop new Skills, techniques, and strategies for effective learning</li> <li>•Identify primary and secondary Sources</li> <li>•Consider ideas from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>•Multiple Perspectives</li> <li>•Questioning Skills</li> <li>•Taking smart notes</li> <li>•Evaluating evidence</li> <li>•Primary/secondary sources</li> <li>•Connecting past to present (1619 project)</li> <li>•Empathy (What do kids do in free time across globe)</li> <li>•Justice/injustice</li> <li>•Global mindedness</li> </ul>
<b>Beyond a “Nation of Immigrants”</b>	Time, place, and space	Patterns and Trends, Resources	Orientation in Time and Space	Examining historical patterns and trends related to groups’ rights and access to resources reveals complex national	<u>C. Communicating</u> i. Communicate information and ideas in a way that is appropriate for the audience and purpose. <u>D. Thinking Critically</u>	<ul style="list-style-type: none"> <li>•use a variety of speaking techniques to communicate with a range of audiences</li> <li>•make</li> </ul>	<ul style="list-style-type: none"> <li>•Migration/immigration</li> <li>•The “nation of immigrants” narrative</li> <li>•What’s missing?</li> </ul>

				histories.	ii. Synthesise information to make valid arguments ii. Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations	connections between various sources of information •recognize unstated assumptions and bias	<ul style="list-style-type: none"> <li>•Race</li> <li>•Culture</li> <li>•Ethnicity</li> <li>•The real story of the first Thanksgiving</li> <li>•Narrative of enslaved Africans</li> <li>•Chinese Exclusion Act</li> <li>•Treaty of Guadalupe Hidalgo</li> <li>•Current events connections</li> </ul>
What does it mean to be a citizen?	Global Interactions	Citizenship Interdependence	Fairness and Development	In an interdependent world where resources are not equally distributed, notions of citizenship are being challenged.	<u>A. Knowing and Understanding</u> A.i. Use a range of terminology in context A.ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples <u>C. Communicating</u> i. Communicate information and ideas in a way that is appropriate for the audience and purpose. C.iii. Create a reference list and cite sources of information <u>D. Thinking Critically</u> Div. recognize different perspectives and	<ul style="list-style-type: none"> <li>•use and interpret a range of discipline -specific terms and symbols</li> <li>•develop new skills, techniques, and strategies for effective learning</li> <li>•evaluate and select information sources and digital tools based on their appropriateness to specific tasks.</li> <li>•create references</li> </ul>	<ul style="list-style-type: none"> <li>• Current debate over “birthright citizenship” in the U.S.</li> <li>•Donald Trump &amp; other politicians’ statements and responses</li> <li>•14th Amendment</li> <li>• U.S. citizenship cases (Dred Scott, Wong Kim Ark, Takao Ozawa, Bhagat Singh Thind)</li> <li>•Citizenship for undocumented immigrants in U.S.</li> <li>•Citizenship laws around the globe</li> </ul>

					explain their implications	and citations, use footnotes and construct a bibliography according to recognized conventions •listen actively to other perspectives and ideas.	•Perspectives on current refugee crisis & immigration debates in Euro nations •Global citizenship
government: Oppression and Resistance	Change	Conflict Power	Identities and Relationships	Conflicts within nations bring about changes that often benefit those with the most social or political power.	<p><u>A. Knowing and Understanding</u> A.ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples</p> <p><u>B. Investigating</u> Biii use methods to collect and record relevant information</p> <p><u>C. Communicating</u> i. Communicate information and ideas in a way that is appropriate for the audience and purpose.</p> <p><u>D. Thinking Critically</u> Diii. analyze a range of sources/data in terms of origin and purpose, recognizing value and limitations</p>	<ul style="list-style-type: none"> <li>•take effective notes in class</li> <li>•access information to be informed and inform others</li> <li>•use a variety of media to communicate with a range of audiences</li> <li>•read critically and for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>•Lenses of oppression/resistance</li> <li>•Colonization of native America</li> <li>•Displacement: Indian removal/Trail of tears</li> <li>•Paternalism/cultural erasure: Boarding schools</li> <li>•Land grabs: The Dawes Act</li> <li>•Reservation system</li> <li>•Subjugation: Massacre at Wounded Knee/Occupation of Wounded Knee</li> <li>•Connecting past to present</li> <li>•Contemporary</li> </ul>

					Div. recognize different perspectives and explain their implications		activism among native youth •Global connection: Stolen generations in Australia
Representation, stereotyping, & the power of the media	Communication	Culture Power	Personal and Cultural Expression	Media representations of different groups (racial, cultural, Religious, economic, gender) can have a powerful influence on how media consumers think about, and act in, the world.	<p><u>Criterion B: Investigating</u></p> <p>Bi formulate/choose a clear and focused research question, explaining its relevance</p> <p>Bii formulate and follow an action plan to investigate a research question</p> <p>Biii use methods to collect and record relevant information</p> <p>Biv evaluate the process and results of the investigation, with guidance</p>	<ul style="list-style-type: none"> <li>•Use critical literacy skills to analyze and interpret media communications</li> <li>•Understand and implement intellectual property rights</li> <li>•Understand the impact of media representations and modes of presentation</li> <li>•Create original works and ideas</li> </ul>	<ul style="list-style-type: none"> <li>•stereotypes</li> <li>•representation</li> <li>•misrepresentation</li> <li>•underrepresentation</li> <li>•media bias</li> <li>•mainstream v. independent media</li> <li>•social media/memes</li> <li>•representation in advertising</li> <li>•representation in comics</li> <li>•"Own voices" movement</li> <li>•Latinx in media: "Latinos Beyond Reel"</li> <li>•Girls/women in media: "Miss Representation"</li> <li>•Podcast or documentary video project</li> </ul>
Many Faces of Mexico	Identity	Culture Conflict	Personal and cultural expression (Philosophies and	National identities evolve over time,	<p><u>A. Knowing and Understanding</u></p> <p>A.i. Use a range of terminology in context</p>	<ul style="list-style-type: none"> <li>•use and interpret a range of discipline</li> </ul>	<ul style="list-style-type: none"> <li>•Who is "American"?</li> <li>•Mapping Mexico</li> <li>•Aztecs/Cortes &amp;</li> </ul>

			ways of life)	and are influenced by cultural interactions, internal conflicts, and external forces.	A.ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples <u>C. Communicating</u> i. Communicate information and ideas in a way that is appropriate for the audience and purpose. C.iii. Create a reference list and cite sources of information	-specific terms and Symbols •present information in a variety of formats and platforms •apply existing knowledge to generate new ideas, products, or processes •create references and citations...according to recognized conventions	Colonization by Spain •Caste system in New Spain •Feminism/Sor Juana •Independence movement/Hidalgo •Revolution/Zapata •Art in Mexico •Current event connections
Know Your Rights (How our government works —and doesn't)	Systems	Government Citizenship	Fairness and development (Rights, law, civic responsibility)	Democratic systems of government depend on the active involvement of citizens, but that doesn't guarantee fair outcomes.	<u>A. Knowing and Understanding</u> A.ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples <u>B. Investigating</u> Biii use methods to collect and record relevant information <u>C. Communicating</u> Cii. structure information and ideas according to the task instructions <u>D. Thinking Critically</u>	•use appropriate strategies for organizing complex information •evaluate and select information sources and digital tools based on their appropriateness to specific tasks •find information for disciplinary and interdisciplinary inquiries, using a variety of media	•Prelude to the Revolution •Declaration of Independence • "Common Sense" •Creating a new government •Was it really a govt "of the people, by the people..." (women, native people, Black people) •Separation of powers •Three branches -roles & responsibilities

					<p>ii. Synthesise information to make valid arguments</p> <p>ii. Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations</p>	<ul style="list-style-type: none"><li>•revise understanding based on new information and evidence</li><li>•gather and organize relevant information to formulate an argument</li></ul>	<ul style="list-style-type: none"><li>•Bill of rights</li><li>•Close up: 1st, 2nd, 4th, 5th, 6th,8th, 13th,14th amendments</li><li>•Court system; trial procedure</li></ul>
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