

2023-2024 CVUSD Social Justice Leadership Pacing Guide

**ANYTHING UNDERLINED IS A LINK!**

[Assessment List](#)

**MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS**

**Social Justice Leadership\_CMap**

**Gr9-10\_ELD\_CMap**

**Gr11-12\_ELD\_CMap**

[Secondary Assessment Calendar](#)

|                      | <b>1<sup>st</sup> Quarter:</b><br>August 24 – October 27, 2023   |   |  | <b>2<sup>nd</sup> Quarter:</b><br>October 30 – January 23, 2024 |                                      | <b>3<sup>rd</sup> Quarter:</b><br>January 24 – April 8, 2024  |   | <b>4<sup>th</sup> Quarter:</b><br>April 9 – June 11, 2024 |  |
|----------------------|--|---|--|---|--------------------------------------|---|---|---|--|
| <b>UNIT</b>          | <u><a href="#">Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies</a></u>  | <u><a href="#">Unit 1: Social Justice and Injustice</a></u> | <u><a href="#">Unit 2: Race, Ethnicity, and Microaggressions</a></u> | <u><a href="#">Unit 3: Gender</a></u>                           | <u><a href="#">Unit 4: Class</a></u> | <u><a href="#">Unit 5: Community Organizing: History of Social Movements &amp; Community Activism</a></u> | <u><a href="#">Unit 6: Campaign Development &amp; Class Campaign Implementation</a></u> | <u><a href="#">Unit 7: Social Action</a></u>              | <u><a href="#">Unit 8: Project: Enacting Justice in our Community through our Praxis</a></u> |
| District Assessments | <b>District Assessment:</b><br>ELD Benchmark<br>Sept 25 - Oct 20<br>Gr9-10_ELD_Listening<br>Gr9-10_ELD_Reading<br>Gr9-10_ELD_Speaking<br>Gr9-10_ELD_Writing<br><br>Gr11-12_ELD_Listening<br>Gr11-12_ELD_Writing<br>Gr11-12_ELD_Reading<br>Gr11-12_ELD_Speaking |   |  |   |                                      |   |   | <b>State Assessments:</b><br>ELPAC<br>Feb 1-March 28      | <b>State Assessments:</b><br>CAASPP<br>April 08 - June 11                                    |

| Optional Common Assessments                     |  |  |  |  | <p><b>Day in the Life Benchmark</b><br/>In MasteryConnect:</p> <p><b>Sem 1_Social Justice Leadership</b></p> <p><b>Dec. 4- Dec. 15</b></p>   |   |  | <p><b>Youth Participatory Action Research Benchmark</b><br/>In MasteryConnect:</p> <p><b>Sem 2_Social Justice Leadership</b></p> <p><b>April 8-19</b></p>   |  |
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| <p><b>Ethnic Studies Guiding Principles</b></p> | <p><b>1. CULTIVATE</b> empathy, community actualization, cultural perpetuity, self-worth, self- determination, and the holistic well-being of all participants, especially Native People/s and People of Color.</p> <p><b>2. CELEBRATE</b> and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p><b>3. CENTER</b> and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.</p> <p><b>6. CONNECT</b> Ourselves to past and contemporary resistance movements that struggle for social justice in global and local levels to ensure a truer democracy.</p> <p><b>7. CONCEPTUALIZE</b> Imagine and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical</p> | <p><b>1. 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CONCEPTUALIZE</b> Imagine and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radial healing.</p> | <p><b>1. CULTIVATE</b> empathy, community actualization, cultural perpetuity, self-worth, self- determination, and the holistic well-being of all participants, especially Native People/s and People of Color.</p> <p><b>2. CELEBRATE</b> and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p><b>3. CENTER</b> and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.</p> <p><b>5. CHALLENGE</b> imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p><b>6. 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|                           | hope, and radial healing.   | hope, and radial healing.  |   |   |  | <u><b>7. CONCEPTUALIZE</b></u><br>Imagine and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radial healing.  |  | <u><b>7. CONCEPTUALIZE</b></u><br>Imagine and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radial healing.   |   |
| <b>Essential Question</b> | <b>How does American society perceive Race, Class, and Gender?</b>  | <b>How is justice constructed, who gives out justice, and how do we achieve justice?</b>   | <b>How has the intersectionality of race impacted the lives of people of color in the United States in their search for Justice?</b>  | <b>How has the construction of gender in society created inequalities across the gender spectrum?</b>   | <b>How does socioeconomic status impact communities searching for justice?</b>   | <b>How can community organizing help achieve justice through community organizing?</b>  | <b>How are leadership campaigns constructed for justice?</b>   | <b>How can I promote social justice in my community?</b>   | <b>How can you begin to apply your learning (readings, writings, projects) and begin to take action (praxis) to positively change the social issue negatively affecting your community?</b>   |
| <b>Objectives</b>         | <b>Students will be able:</b> <ul style="list-style-type: none"> <li>To learn the theoretical foundations and the lens' of Ethnic Studies and Critical Theory</li> <li>To understand different sociological perspectives and to become familiar with the factors that determine a dominant and</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and define what is social justice and injustice</li> <li>Identify and define what is oppression and privilege</li> <li>Understand how privilege and person are interconnected</li> <li>Define the philosophical theories of Utilitarianism and</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify what the difference is between race and ethnicity</li> <li>Identify what are some fundamental causes of racism and prejudice</li> <li>Uncover how racism manifests itself in society</li> <li>Understand how is their</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify what is gender and how is this related to sexism</li> <li>Identify what is homophobia and heterosexism</li> <li>Explain how are gender role messages are communicated and reinforced</li> <li>Identify which social movements</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify what is social class and socioeconomic status</li> <li>Explain how do equality and equity differ</li> <li>Explain how systems of inequality are related to class and poverty to reinforce themselves</li> <li>Explain how issues related</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Learn the history of community organizing: ex. Chicano Movement, Black Lives Matters</li> <li>Learn about local community organizations and the history of their community organizing (United Farm</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Learn the strengths of successful grassroots campaigns</li> <li>Develop new campaigns to deal with local issues</li> <li>Develop and revise a campaign proposal for preparation for next unit</li> </ul> | <b>Students will:</b> <ul style="list-style-type: none"> <li>Identify who is a change agent</li> <li>Understand why it is important that citizens actively engage others in local, national, and global levels to fight systems of injustices.</li> <li>Identify what is an action plan</li> <li>Identify what societal</li> </ul> | <b>Students will:</b> <ul style="list-style-type: none"> <li>Conduct their own research based on their research proposal dealing with social issue in the community from the previous unit.</li> <li>Construct a PowerPoint that illustrates their research proposal.</li> <li>Present their</li> </ul> |

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|                     | <p>a subordinate group in relation to power and privilege between dominant/subordinate groups (i.e. Hegemony).</p> <ul style="list-style-type: none"> <li>To understand how race and gender is socially constructed through Critical Race Theory and Critical Gender Theory</li> </ul> | <p>libertarianism</p> <ul style="list-style-type: none"> <li>Define the different forms of Hope</li> <li>Become more aware of how social identities impact the lives of others and see how they possibly impact their own lives.</li> <li>Be aware of what are possible unseen social identities within themselves and their peers</li> </ul> | <p>experience is impacted by their race and ethnicity</p> <ul style="list-style-type: none"> <li>Identify which social movements addressed injustices caused because of racial differences</li> <li>Define Microaggressions, its use and its effects</li> <li>Define racial trauma</li> </ul> | <p>address injustices and are caused because of gender differences</p> <ul style="list-style-type: none"> <li>Identify which social movements address injustices and are caused because of sexual orientation differences</li> </ul> | <p>to class impacted their own experience</p> <ul style="list-style-type: none"> <li>Examine the elements of gentrification and its impact on communities of color</li> <li>Identify and examine the effects of de facto segregation in communities of color</li> <li>Identify which social movements address injustices and are caused because of class differences</li> <li>Identify the history for Chicano Park in San Diego</li> </ul> | <p>Workers Movement in Coachella during the 1960's and 1970's)</p>   |  | <p>injustice currently faces citizens that they would like to address</p>  | <p>YPAR findings to community stakeholders to develop policy change</p>   |
| Essential Standards | <p>CCSS.ELA-LITERACY .RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships</p>   | <p>CCSS.ELA-LITERACY .RH.11-12.4 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</p>   | <p>CCSS.ELA-LITERACY .RH.11-12.4 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</p>   | <p>CCSS.ELA-LITERACY .RH.11-12.4 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</p>  | <p>CCSS.ELA-LITERACY .RH.11-12.4 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</p>   | <p>CCSS.ELA-LITERACY .RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding</p> | <p>CCSS.ELA-LITERACY .RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding</p> | <p>CCSS.ELA-LITERACY .RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding</p> | <p>CCSS.ELA-LITERACY .RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to</p> |

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|   | <p>among the key details and ideas.</p> <p>CCSS.ELA-LITERACY .RH.11-12.3<br/>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> | <p>term over the course of a text.</p> <p>CCSS.ELA-LITERACY .RH.11-12.5<br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.6<br/>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>term over the course of a text.</p> <p>CCSS.ELA-LITERACY .RH.11-12.5<br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.6<br/>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>term over the course of a text.</p> <p>CCSS.ELA-LITERACY .RH.11-12.5<br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.6<br/>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>term over the course of a text.</p> <p>CCSS.ELA-LITERACY .RH.11-12.5<br/>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.6<br/>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>of the text as a whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.8<br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> | <p>of the text as a whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.7<br/>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>CCSS.ELA-LITERACY .RH.11-12.8<br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY .RH.11-12.9<br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> | <p>of the text as a whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.7<br/>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>CCSS.ELA-LITERACY .RH.11-12.8<br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY .RH.11-12.9<br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> | <p>an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY .RH.11-12.7<br/>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>CCSS.ELA-LITERACY .RH.11-12.8<br/>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-LITERACY .RH.11-12.9<br/>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> |
| <p><b>Ethnic Studies Vocabulary</b></p> | <ul style="list-style-type: none"> <li>● Theoretical Frameworks</li> <li>● Pedagogy</li> <li>● Theory</li> <li>● Praxis</li> <li>● Action</li> </ul>  | <ul style="list-style-type: none"> <li>● Social justice</li> <li>● Injustice</li> <li>● Privilege</li> <li>● Oppression</li> <li>● Hope</li> <li>● Social identity</li> </ul>  | <ul style="list-style-type: none"> <li>● Micro-aggression</li> <li>● Ethnocentrism</li> <li>● Prejudice</li> <li>● Commodification</li> <li>● Trauma</li> <li>● Subaltern</li> </ul>   | <ul style="list-style-type: none"> <li>● Distribute</li> <li>● Stockholder</li> <li>● Globalization</li> <li>● Assets</li> <li>● Inequality</li> <li>● Consumer</li> </ul>   | <ul style="list-style-type: none"> <li>● Penitentiary</li> <li>● Curfew</li> <li>● Counteract</li> <li>● Curriculum</li> <li>● Eurocentric</li> <li>● System</li> </ul>  | <ul style="list-style-type: none"> <li>● Sustainability</li> <li>● Oxymoron</li> <li>● Consumerism</li> <li>● Eco-tourism</li> <li>● Monoculture</li> <li>● Degradation</li> </ul>       | <ul style="list-style-type: none"> <li>● Anthropology</li> <li>● Sociology</li> <li>● Psychology</li> <li>● Research Process</li> <li>● Literature</li> </ul>  | <ul style="list-style-type: none"> <li>● Justice</li> <li>● Social Justice</li> <li>● Activism</li> <li>● Legislation</li> <li>● Artivism</li> </ul>   | <ul style="list-style-type: none"> <li>● Praxis</li> <li>● Theoretical Frameworks</li> <li>● Pedagogy Theory</li> <li>● Action</li> </ul>   |

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|                      | <ul style="list-style-type: none"> <li>● Race</li> <li>● Ethnicity</li> <li>● Gender</li> <li>● Class</li> <li>● Sexuality</li> <li>● Oppression</li> <li>● Intersection</li> <li>● White supremacy</li> <li>● Patriarchy</li> <li>● Colonialism</li> <li>● Radical Ideology</li> <li>● Internal Hegemony</li> <li>● Colorism</li> </ul> | <ul style="list-style-type: none"> <li>● Agency</li> <li>● Barriers</li> <li>● Pathway</li> <li>● Goals Liberal</li> <li>● Conservative</li> <li>● Policy</li> <li>● Socialism</li> <li>● Free market</li> <li>● Capitalism</li> </ul> | <ul style="list-style-type: none"> <li>● Loop-hole</li> <li>● Prison industrial complex</li> <li>● Neoliberalism</li> <li>● Multiculturalism</li> <li>● Anthropology</li> <li>● Maquiladora</li> <li>● Romanticized</li> <li>● Femicide</li> <li>● Interpellation</li> <li>● Misogyny</li> </ul>                                | <ul style="list-style-type: none"> <li>● Gross Domestic Product (GDP)</li> <li>● Lobbyist</li> <li>● Interest Rate</li> <li>● Central Bank</li> <li>● Federal Reserve</li> <li>● Inflation</li> <li>● Commerce</li> <li>● Fraud</li> <li>● Subprime Loan</li> <li>● Recession</li> </ul> | <ul style="list-style-type: none"> <li>● Finesse</li> <li>● Doctrine</li> <li>● Nationalism</li> <li>● Neutralize</li> <li>● Coup d'état</li> <li>● Archaic</li> <li>● Conformist</li> <li>● Consensus</li> <li>● Plutocracy</li> <li>● Social Democracy</li> </ul>   | <ul style="list-style-type: none"> <li>● Pachamama</li> <li>● Holistic</li> <li>● Coalesce</li> <li>● Contemporary</li> <li>● Dispossession</li> <li>● Solidarity</li> <li>● Detrimental</li> <li>● Idiosyncrasy</li> <li>● Middle Ground</li> <li>● Autonomy</li> </ul> | <ul style="list-style-type: none"> <li>Review</li> <li>● Methodology</li> <li>● Bibliography</li> <li>● Theoretical Framework</li> <li>● Sample</li> <li>● Sample size</li> </ul>           |  | <ul style="list-style-type: none"> <li>● Race</li> <li>● Ethnicity</li> <li>● Gender</li> <li>● Class</li> <li>● Sexuality</li> <li>● Oppression</li> <li>● Intersection</li> </ul> |
| <b>ELD Standards</b> | <p>Part II: Learning About How English Works</p> <p>B. Expanding and Enriching Ideas</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p>   | <p>Part I: Interacting in Meaningful Ways</p> <p>a. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>                           | <p>Part I: Interacting in Meaningful Ways</p> <p>a. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>Interacting with others in written English in various communicative forms (print, communicative technology)</p> | <p>Part II: Learning About How English Works</p> <p>B. Expanding and Enriching Ideas</p>   | <p>Part I: Interacting in Meaningful Ways</p> <p>B. Interpretive Listening actively to spoken English in a range of social and academic contexts</p> <p>Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> | <p>Part II: Learning About How English Works</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p>   | <p>Part I: Interacting in Meaningful Ways</p> <p>C. Productive</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p> | <p>Part I: Interacting in Meaningful Ways</p> <p>a. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> | <p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p>   |

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|                     |  |  | and<br>multimedia) |  |  |  |  |  |  |
| <b>Anchor Texts</b> | <ul style="list-style-type: none"> <li>● <b>“Teaching Community: A Pedagogy of Hope” by Bell Hooks. Psychology Press, 2003.</b></li> <li>● <b>“Justice: What's the right thing to do?” by Michael J. Sandel. Macmillan, 2010.</b></li> <li>● <b>“Critical Race Theory: An introduction” by Richard Delgado and Jean Stefancic. NYU Press. 2012.</b></li> <li>● <b>“The New Jim Crow: Mass Incarceration in the Age of Colorblindness” by Michelle Alexander. 2012</b></li> <li>● <b>“Whose culture has capital? A critical race theory discussion of community cultural wealth” by Tara J. Yosso</b></li> <li>● <b>“Health Disparities in the United States” - Donald A. Barr</b></li> <li>● <b>“Pedagogy of the Oppressed” Paolo Fraire</b></li> <li>● <b>“Remembering the Women of Juarez”</b></li> </ul>  |  |                    |  |  |  |  |  |  |
| <b>Resources</b>    | <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● <b>“The Freedom Writers Diary” by The Freedom Writers. Random House, 1999.</b></li> <li>● <b>“Always Running” by Luis Rodriguez. Touchstone, 2005.</b></li> <li>● <b>“Revolutionizing Education (Critical Youth Studies)” 1st Edition</b></li> <li>● <b>“High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice (Corwin Mathematics Series)” First Edition</b></li> </ul> <p><b>Films:</b></p> <ul style="list-style-type: none"> <li>● <b>Cesar Chavez, 2014</b></li> <li>● <b>Walkout, 2010</b></li> <li>● <b>Malcolm X, 1992</b></li> <li>● <b>Selma, 2014</b></li> <li>● <b>Freedom Writers, 2007</b></li> <li>● <b>Dolores, 2018</b></li> <li>● <b>Capitalism Love Story, 2009</b></li> </ul> <p><b>System to Analyze Text</b></p> <ul style="list-style-type: none"> <li>● <b>Qualitative Quantitative Mixed</b></li> <li>● <b>LGBTQ+ guide</b></li> <li>● <b>APA Resource Guide</b></li> </ul> |  |                    |  |  |  |  |  |  |