

Humanitas Interdisciplinary Thematic Unit

School: Roosevelt High School	Track: A	Grade: 12th	Timeframe: 4-6 weeks
Team Members: Sonia Herrera	Megan Hinchliffe	Lonee Lona	
Subject Area: Government/Economics	Senior English	Senior English	

Unit Theme: *Balancing the responsibilities of the individual and society in order to achieve the American Dream.*

Rationale	<p>This is the final unit of 12th grade. Scaffolded by a group research project, this unit allows students to individually utilize the research process learned during group research. Students will explore the concept of the American Dream. By studying the features of the market economy, as well as social justice themes in literature and expository readings, students will evaluate the extent to which the American Dream can be achieved under this system. Students will analyze the role of government and the individual in both creating and remedying social and/or economic injustice. After ample research, students are able to identify an injustice in society and analyze its history and root causes, as well as develop creative solutions. Students will continue the thought process used in the privacy unit to evaluate how the injustice is being addressed and what can be done in the future.</p>		
Student Outcomes			
Focus Standards	<p>Government: 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 12.5.1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.</p> <p>Economics: 12.2. 3. Explain the roles of property rights, competition, and profit in a market economy. 12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>English: 3.2 Analyze the way theme or meaning of a selection represents a view or comment on life, using textual evidence. 2.6 Expository critique 1.0 Writing Strategies (all) 2.2 Write responses to literature. 2.4a Use exposition, narration, description, and/or argumentation to support a main proposition. (interdisciplinary research paper)</p>		
Understandings	Theme-related Essential Questions	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is justice? Do we live in a just society? 2. How do we achieve justice? 3. Does every person “deserve” justice? 4. What makes a person powerful? 5. How does a lack of power cause people to behave? 6. Does more freedom = more responsibility? 7. In what ways is power related to freedom? 8. Does every person “deserve” freedom? 9. In what ways is power related to responsibility? 10. What is the purpose of government? 11. What are the individual’s responsibilities to society and of the society to the individual? 	
	<p><i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How the distribution and availability of resources create social injustice 2. How themes in literature reflect social injustices in society 3. Certain social groups are marginalized in their pursuit of the American Dream. 4. The resources (or lack thereof) available to address different types of social injustice. 5. The role of government in both creating and remedying social injustice. 6. The role of youth activism is developing an action plan to address the social injustices. 		

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Interdisciplinary Essay Prompt	<p>Interdisciplinary Timed Writing (see attached)</p> <p>Interdisciplinary Research Project (please see attached prompt)</p> <p>A just society is the dream of all Americans, yet it has not been achieved in 200 years. All inequality has social and economic root causes. Identify an injustice in your community, and in a 5-page research paper, discuss how you might address that injustice.</p>
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Subject-Area Unit Plan

School: Roosevelt High School Teacher: Sonia Herrera Subject: Government/Economics Semester: Spring

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ol style="list-style-type: none"> 1. What is Justice? 2. The Role of Government 3. Absolute Freedoms vs. Relative freedoms 4. Maquiladoras (sweatshops) 5. Labor and Wages 6. Labor Movement (Collective bargaining and role of unions) 7. Employment Trends and Issues 	<p>Students will know...</p> <ol style="list-style-type: none"> 1. The importance of unions and the collective bargaining process. 2. The role of government in market economies. 3. The rights they have in the workplace. 4. About maquiladoras and their connection to worldwide labor issues. 5. The limitations of the U.S. Constitution which protects private property and individual citizens from government abuse, but not employees from abuse of employers in the workplace. 	<p>Focus Standards in Government:</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>12.5. 1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.</p> <p style="text-align: right;"><i>Economics standards on next page</i></p>
<p>Guiding Questions</p> <ol style="list-style-type: none"> 1. What is government? 2. What is the role of government in market economies? 3. What is liberty? 4. What is justice? 5. Are freedoms absolute? 6. What are the individual's responsibilities to society and of the society to the individual? 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain the fundamental principles and values of American democracy as expressed in the U.S. Constitution. 2. Describe the meaning of justice and liberty. 3. Identify several models of youth activism and create an action plan for pro-social civic participation. 4. Develop critical thinking skills such as predicting, analyzing, synthesizing, and evaluation. 5. Develop good researching skills, including the use of internet and evaluate sources. 	

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Assessment Evidence		Focus Standards in Economics: 12.2. 3. Explain the roles of property rights, competition, and profit in a market economy. 12.4 Students analyze the elements of the U.S. labor market in a global setting.
Formative Assessments Share Inquiry on Forever 21 case (labor issues) Debates on controversial issues	Summative Assessments Case Study- Social Responsibility vs. The Bottom Line Interdisciplinary Timed Writing Interdisciplinary Research Project	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation Activities: Roadmaps, literacy and note taking strategies, shared Inquiry on Forever 21 case (labor issues), debates on controversial issues, Case Study on Social Responsibility vs. the Bottom Line, Interdisciplinary Research Project. Texts Economics textbook <i>Principles and Practices</i> Notebook- <i>Collective Bargaining Education Project</i> <i>Sweatshop Watch</i> Newsletters from Spring 2000 and December 2001		

Subject-Area Unit Plan

School: Roosevelt Teacher: Lona/Hinchliffe Subject-Area: Expo Compt

Quarter: Essential Understandings	Knowledge/ Skills	
Important Concepts 1. What is justice? 2. Role of family vs. the individual in Ana Calderon 3. Role of fate vs. self-determination in Ana Calderon 4. The influence of social conditions on events in Ana Calderon	Students will know... 1. The major female archetypes and the roles of women in 2. Chicano literature 3. Common themes/values in Chicano literature 4. --family, trust, respect, and responsibility 5. Social injustices in Ana Calderon 6. MLA research and works cited format	Reading Comprehension 2.6 Expository Critique Literary Response/Analysis 3.2 Analyze the way theme represents a view or comment on life, using textual evidence 3.6 Analyze the way authors use archetypes drawn from myth and tradition Writing Strategies 1.0 (all)

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<p>Guiding Questions: Ana Calderon 1. What are the social injustices faced: --by women? --by Latino women? --by immigrant wo/men? --by young men? --by young Latino men? 2. What social injustices in the novel are specific: --to the timeframe/historical context? --to gender? --to being an immigrant? 3. Is justice achieved in the novel? 4. What connections do we see between literary themes and real-life situations? 5. How does a lack of power cause people to behave?</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify major themes and conflicts in novel 2. make connections between literary themes and real world issues 3. formulate clear research questions to investigate a social injustice identified in community. 4. read, analyze and reflect on expository and literary texts in order to gather research 5. synthesize information from multiple sources to create a cohesive research paper. 6. format research paper in MLA with in-text citations and a Works Cited page 	<p>Writing Applications 2.2 Write responses to lit. 2.4a Use combination of rhetorical strategies to support a main proposition Written and Oral EL Conventions 1.0 (all)</p>
<p>Assessment Evidence</p>		
<p>Formative Assessments *Novel study guide *Socratic discussion that tie novel to expository reading *small group seminar to discuss research topics</p>	<p>Summative Assessments Ana Calderon Final Exam Interdisciplinary Timed Writing Interdisciplinary Research Paper in MLA format</p>	
<p>Learning Plan</p>		
<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation The Memories of Ana Calderon by Graciela Limón Various expository texts related to Chicano lit and social issues “La Malinche” Cultural Heritage I: Mexico “About Revenge” Francis Bacon</p> <ul style="list-style-type: none"> • Mini-lessons to review and reteach MLA formatting guideline • Mini-lessons re: paraphrasing, quoting, integrating and attributing quotations • Study guide questions to monitor reading comprehension • Annotating expository pieces and rereading with a purpose • Small group discussions to discuss the roles of women and men in Mexican/Latino culture (prepare for whole group discussion) • Notetaking assignment for female archetypes in Mexican Lit. • Final research paper <p>ELL</p> <ul style="list-style-type: none"> • Individual work and cooperative learning as appropriate 		

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Humanitas Interdisciplinary Final Project: Economics/Expository Composition

A just society is the dream of all Americans, yet it has not been achieved in 200 years. All inequality has social and economic root causes. Identify an injustice in your community, and in a 5-page research paper, discuss how you might address that injustice.

The Task:

Identify an injustice in your community

Once you have identified your topic, address the following questions in a 5-page, MLA-formatted research paper:

- What is the injustice? (describe)
- What is the history and root causes of this injustice? (research, describe)
- What is the political, economic, and/or social impact of this injustice on various groups? (research, interviews, community research, observation)
- How is this injustice being addressed in your community? Is this effective?
- What are your ideas for addressing this injustice in the future? What research have you done that leads you to this conclusion?

****Research Paper Basic formatting requirements: (100 pts)**

- 5 pages minimum
- 12 point, Times New Roman font ONLY
- Double-spaced
- 1-inch margins
- Appropriate title
- Correct MLA format for citing sources
- An MLA Works Cited page with NO LESS THAN 5 sources

Research Process: 50 pts

- Sources submitted on time
- Notes submitted on time
- All drafts submitted on time

** Please note that papers submitted in ANY OTHER FORMAT will NOT BE ACCEPTED. Papers without works cited pages and citations WILL NOT BE ACCEPTED. Papers less than 5 pages WILL NOT BE ACCEPTED.

Oral Presentation Requirements: 50 pts

- 5 - 10 minute oral presentation of your paper
- 10 slide Power Point presentation
 - Slides must address each of the questions answered in your paper
 - Slides should be a SUMMARY, not a word-for-word copy of your paper
 - Slides should SUPPLEMENT your presentation; you should NOT read from the slides.
 - Slides must be PRINTED OUT and STAPLED TO the back of your research paper
 - Slide font must be readable from 3-4 feet away.

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Humanitas Interdisciplinary Timed Writing Economics/Expository Composition

All inequality has social and economic root causes. In *The Memories of Ana Calderon*, which you read in Expo Comp, Ana and her family must face several social injustices.

In a well-developed, organized essay you will:

- Identify an injustice faced by Ana and/or her family.
- Identify the roots causes of this injustice and what choices Ana and/or her family members made to either improve or worsen their conditions. (personal responsibility)
- Discuss the social, economic and political resources available to the character(s) and if s/he used these resources to his/her advantage.
- Based on the knowledge gained from reading *The Case Study on Social Responsibility vs. The Bottom Line* in Economics, propose a solution or plan of action that did **NOT** occur in the novel to address the social injustice faced by the character(s).