

Time frame	Unit title	Key and Related Concepts	Global context and exploration	Statement of inquiry	Objective/Objective strands	ATL skills	Content
20	Unit 1 - "A Change is Gonna Come: How Conflict Brings About Evolution in our Identities and our Relationships with Others.	Change Cooperation Conflict	Identities and Relationships - Identity Formation	Our identity formation may change due to the impact of cooperation or conflict.	Objectives/All Strands	<p>Social: Collaboration skills Advocate for one's own rights and needs, Research;</p> <p>Information Literacy Skills: Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.</p> <p>Research: Use memory techniques to develop long-term memory</p>	The Declaration of Independence and early American influences; The magna Carta and English Bill of Rights, Thomas Paine's Common Sense (All primary sources)
30	Unit 2 - "We The People: The Dynamic of Government, Power, Our Rights."	Time, Place, and Space Power Government Rights	Identities & Relationships - Leadership	Leadership effects the power and rights impacting a government within a time, place, and space.	Objectives/All Strands	<p>Self-Management: Affective Skills</p> <p>Practice Strategies to develop mental focus Research; Media</p> <p>Literacy Skills: Demonstrate awareness of media interpretations of events and ideas (including digital social media).</p> <p>Self-Management: Affective Skills; Practice Delaying Gratification</p>	The Articles of Confederation, Shay's Rebellion correspondence (primary sources) , The Federalists Papers

35	Unit 3 - Kingversations: Martin Luther King and the US Constitution	System Perspective Identity	Personal & Cultural Expression - Philosophies & Ways of Life	Personal identity influences systems and perspectives along with the philosophies and ways of life.	Objectives/All Strands	<p>Communication: Use intercultural understanding to interpret communication.</p> <p>Social; Collaboration Skills; Build consensus. Mindful</p> <p>Awareness: strategies to overcome strategies, Use social media networks to appropriately build and develop relationships.</p>	The Consitution, the Preamble, the Bill of Rights, Aricles I, II, and III of he Constiitution, "The Negro & The Constitution"reading, "The Ballot and the Bullet," text by Malcolm X.
20	Unit 4 - Who Runs the World? Girls!: Women of Color and Citizenship	Global Interactions Citizenship Globization	Fairness & Development - Government & Civil Society	Global interactions increase globalization and citizenship for government and civil society.	Objectives/All Strands	<p>Self Management: Mindful Awareness: Practice strategies to overcome distractions.</p> <p>Social; Collaboration Skills; Advocate for one own's needs.</p> <p>Self-Management:</p> <p>Self-motivation: Practice analyzing and attributing causes for failure.</p>	iCivics curriculum
20	Unit 5 - The Women of FAMU & The US Legal System	Change Significance Rights	Orientation in Space & Time: civilizations and social histories.	Changes in rights increase the significance of civilizations and social histories.	Objectives/All Strands	<p>Self-Management: Create plans to prepare for summative assessments (examinations and performances)</p> <p>Social: Make fair and equitable decisions.</p> <p>Research: Understand the impact of media representations and modes of presentation sources and media.</p>	We The People curriculum, US Mock Trial curriculum, Civil Rights case studies

20	Unit 6 - "Malcolm X in May"	Culture Power Authority	Personal & Cultural Expressions, belief systems.	Power detrmines the authority on culture within belief systems.	Objectives/All Strands	<p>Social: Create plans to prepare for summative assessments (examinations and performances),</p> <p>Social: Build consensus, Social: Give and receive meaningful feedback.</p>	Reading articles, primarity sources, Letters from Malcolm X, Betty Shabazz, and others, etc. "The Autobiography of Malcolm X"
----	-----------------------------	-------------------------------	--	---	------------------------	---	---