



CONTEMPORARY WORLD ISSUES AND CIVIC ENGAGEMENT
SEMESTER 1

(Anticipated) Timeline	Unit	Standard(s)	Student Focused Objectives	Resources / Suggested Activities
<p style="text-align: center;">July 31 - August 9, 2024</p>	<p>Building Our Community</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>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>	<p><u>Learning Targets</u></p> <p>I can compare and contrast my viewpoints and needs with those of others in my class.</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 community rules that reflect the group's collective needs, interests, and expectations of MCAA students.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Current events/news stories from various outlets <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> ● Four Corners Activity (topics: community, civic engagement, and youth responsibility) ● Writing prompts ● Discussion on student-selected current events



<p>August 12-31, 2024</p>	<p>Unpacking “Community”</p>	<p>SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <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><u>Learning Targets</u></p> <p>I can examine and explain the themes of a fictional text related to civic responsibility and community.</p> <p>I can engage in a text-based discussion with my peers.</p> <p>I can compare and contrast media outlets’ portrayals of current events and public 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.</p> <p>I can define and create data visualizations based on existing datasets.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Texts: <ul style="list-style-type: none"> ○ “No Man Is An Island” by John Donne ○ “The Lottery” by Shirley Jackson ○ Additional student-selected texts ● Teacher-created interview activity ● Student-collected data ● Data Visualizations ● Dear Data Project ● Current events/news stories from various outlets <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> ● Data Visualization project ● Individual student interviews with MCAA community members ● Four Corners ● Seminar Discussion: Current Events (making connections between local and global events)
<p>September 2-6, 2024</p>	<p>N/A – MCAA September Break</p>			
<p>September 9-20, 2024</p>	<p>Visual Storytelling: How Stories and Art</p>	<p>SS10.CWI.6.2 Describing the use, misuse, and meaning of</p>	<p>I can describe and analyze the elements of visual storytelling in an</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Visual Storytelling Lesson



	<p>Shape Our Understanding of the World</p>	<p>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 language, art, music, literature, and belief systems</p> <p>SS10.CWI.1.2 Comparing current news stories to related past events</p>	<p>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>	<p>(Kennedy Center)</p> <ul style="list-style-type: none"> • Various examples of visual storytelling: excerpts from books, photos, short films, commercials, music videos, etc. <p>Suggested Activities</p> <ul style="list-style-type: none"> • Visual Storytelling analysis activity (independent or partner work) • Small-group/Whole-class discussions • Writing/creative prompts • Student presentations
<p>September 23-30, 2024</p>	<p>What We Know: Exploring Narratives, Analyzing Textbooks, and Unpacking How It Shapes Our Civic Engagement</p>	<p>SS10.CWI.1 Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural.</p> <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.5 Analyze cultural elements, including language, art, music, literature, and belief</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 create and present an</p>	<p>Resources</p> <ul style="list-style-type: none"> • Four Corners activity • Textbook Examples: <ul style="list-style-type: none"> ○ <i>The Americans</i> (Student Edition) ○ <i>HMH History</i> Textbook ○ <i>United States History</i> (Holt) ○ <i>America Redux</i> (Harper) <ul style="list-style-type: none"> - "Good Old Days" - "Spreading Democracy" - Student-selected chapter



		<p>systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p> <p>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>	<p>engaging visual representation of text analysis.</p>	<ul style="list-style-type: none"> • Current events/news stories from various outlets <p>Suggested Activities</p> <ul style="list-style-type: none"> • Writing prompts • Individual and small-group text analysis • Socratic Seminar on textbooks
<p>October 1-18, 2024</p>	<p>How We Know: Mapping “History Lessons” and Making Connections to Our Lives</p>	<p>SS10.CWI.2.1 Identifying recurring historical patterns in regions around the world</p> <p>SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p>	<p>I can analyze and articulate the purpose and effectiveness of museum exhibits, artifacts, and monuments in shaping an understanding or misunderstanding of local and global history.</p> <p>I can compare and contrast historical resources and learning opportunities at sites in Alabama.</p> <p>I can make connections between Alabama’s history and my family’s personal history.</p> <p>I can locate important Alabama museums and monuments on a</p>	<p>Resources</p> <ul style="list-style-type: none"> • Local and State History Websites <ul style="list-style-type: none"> ○ Alabama Department of Archives and History ○ Birmingham Civil Rights Institute ○ Legacy Sites ○ Alabama Museum of Natural History ○ History Museum of Mobile • Google Maps (monuments) • Various news/media articles • Teacher-created family history assignment directions and rubric



			<p>map.</p> <p>I can identify key themes and arguments in various news articles related to current events.</p> <p>I can facilitate and engage in a classwide discussion on the purpose and effectiveness of history museums and monuments.</p>	<p>Suggested Activities</p> <ul style="list-style-type: none"> • Mapping Activity: Alabama history museums, organizations, and monuments • Venn Diagram: Museum Exhibits vs. Textbooks vs. Online Exploration • Family History Assignment • Current event discussion (Socratic Seminar) • Writing prompts
<p>October 21 - November 8, 2024</p>	<p>Civic Engagement in this Moment: 2024 Elections, Community Building, and Youth Participation</p>	<p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p> <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.7 Identify strategies that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.</p>	<p>I can make connections between local community issues, national politics, and global trends and histories.</p> <p>I can analyze various news articles for bias and develop sound arguments for/against the validity of the sources.</p> <p>I can facilitate and engage in a classwide text-based discussion on current events and youth engagement.</p> <p>I can identify and articulate multiple modes of youth civic engagement in a local, national, and global context.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Media Literacy Guide: How to Detect Bias in News Media (FAIR) • Articles, videos, and podcasts from various local, national, and international news outlets <p>Suggested Activities</p> <ul style="list-style-type: none"> • News Media Analysis: How outlets report the election • Four Corners: Voting, Youth Responsibility, and Community Engagement • Writing prompts



<p>November 11 - 22, 2024</p>	<p>Visual Storytelling: Zine Exploration and Analysis</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 language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p>	<p>I can identify and describe the visual and textual elements of zines.</p> <p>I can analyze the impact of various zines' design, structure, perspective, and purpose on the effectiveness, readability, and quality of storytelling.</p> <p>I can identify history research topics related to my local community issues, my experiences, and my understanding of history.</p> <p>I can facilitate and engage in a classwide text-based discussion on community issues.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Various student-selected zines from online resources • Resources on zine making • Teacher-created directions for zine exploration activity • Articles, videos, and podcasts from various local, national, and international news outlets <p>Suggested Activities</p> <ul style="list-style-type: none"> • Student-guided analysis of zines, community-developed historical texts, and textbooks • Research topic brainstorm activity • Small-group and whole-class discussions • Four Corners
<p>November 25-29, 2024 N/A – MCAA Thanksgiving Break</p>				
<p>December 2-13, 2024</p>	<p>What We've Learned: Individual Research and Creative History Projects</p>	<p>SS10.CWI.2.1 Identifying recurring historical patterns in regions around the world</p> <p>SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.7 Identify strategies that facilitate public discussion</p>	<p>I can identify, analyze, and articulate the key events, people, and conflicts related to a historical topic of my choice.</p> <p>I can use visual storytelling elements and independent research to create a history zine.</p> <p>I can assess the quality and rigor of peers' zine drafts and offer constructive feedback.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Various online resources – student-selected research topics • Current events/news stories from various outlets • Resources on zine-making and visual storytelling • Teacher-created independent research project directions and rubric <p>Suggested Activities</p>



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		on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.	I can make connections between historical patterns related to a self-selected topic and current/historical events from around the world.	<ul style="list-style-type: none">• Two-Day Creative Workshop with Ariel Aberg-Riger• Independent Research Project on student-selected topics• Peer Review Sessions
December 16-18, 2024	N/A Final Exam Window			



SEMESTER 2

(Anticipated) Timeline	Unit	Standard(s)	Student Focused Objectives	Resources/ Suggested Activities
January 9-17, 2025	[Re]connecting Civic Engagement to Our Classroom Community	<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>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>	<p>Learning Targets</p> <p>I can <u>compare and contrast</u> my civic responsibilities, rights, opportunities, and privileges as a U.S. citizen and my experience as a high school student in public school.</p> <p>I can <u>analyze arguments</u> concerning global youth civic responsibility and <u>make connections</u> to my own experiences as a teenager.</p> <p>I can <u>develop and defend</u> strong evidence-based arguments about civic responsibilities and rights in a whole-class discussion.</p> <p>I can <u>assess</u> my semester 1 performance in class and <u>set measurable goals</u> for making progress in my learning.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● “Restoring Youth Civic Engagement” by Noah Tesfaye (TedX) ● “Youth Leadership: Changing the World Through Service” by Jean Iris Lauron (TedX) ● “Can Kids Change the World?” (Scholastic) ● Time Magazine ● Various news/media articles <p>Suggested Activities</p> <ul style="list-style-type: none"> ● Semester 1 Student Data Gallery Walk and Discussion ● Setting SMART Goals ● Whole-Class Brainstorming: What Matters To Us (making connections to civic responsibility)



<p>January 21-31, 2025</p>	<p>“Who Do We Call?”: Natural Disasters, Community Response, and Civic Responsibility</p>	<p>SS10.CWI.1 Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural.</p> <ul style="list-style-type: none"> - SS10.CWI.1.2 Comparing current news stories to related past events - SS10.CWI.1.4 Locating on map areas affected by events described in news stories <p>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>	<p><u>Learning Targets</u></p> <p>I can identify the main idea and key details of various news articles relating to current events.</p> <p>I can make connections between current new stories and historical events in similar geographic regions/areas.</p> <p>I can locate the communities affected by natural disasters on a map and make connections between the impact of natural disasters and other current events on those living in affected areas.</p> <p>I can write an argumentative essay detailing my opinions on community response and responsibility in the wake of natural disasters.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Preparing for and Responding to Natural Disasters (EPA) ● “How to minimize Impacts of natural disasters” by Talya Uyar (TedX) ● “How Fires, Dry Conditions Are Drastically Increasing Air Pollution across California” (PBS NewsHour) ● Text Set: California’s incarcerated firefighters ● How to Write an Argumentative Essay (Purdue OWL) <p><u>Suggested Activities</u></p> <ul style="list-style-type: none"> ● Four Corners Discussion ● Socratic Seminar discussion on text set ● Writing an op-ed: independent assignment
<p>February 3-14, 2025</p>	<p>Climate History, Community Response, and Civic Engagement</p>	<p>SS10.CWI.4 Analyze scientific and technological changes for their impact on the United States and the world.</p> <p>SS10.CWI.2.1 Identifying recurring historical patterns in regions around the world.</p> <p>SS10.CWI.6 Compare information presented through various media, including</p>	<p>I can analyze and determine the impact of scientific and technological changes on natural resources, environment, and community resources in both the United States and the world.</p> <p>I can identify repeated patterns related to environmental resources, economic progress, and community well-being in various regions around the world.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Climate History Timeline ● US EPA website ● Smithsonian website ● Various news/media / academic websites used for independent student research ● Graphic organizer/rubric for environmental change history project



		television, newspapers, magazines, journals, and the Internet.	I can research, analyze, and explain how an environmental event in history impacts events in the past, present, and future.	Suggested Activities <ul style="list-style-type: none"> • Text analysis and discussion • Independent research project • Small-group/Whole-class discussions • Student presentations
February 17-21, 2025	N/A – MCAA February Break			
February 24 - March 21, 2025	Perspectives on Environmental Changes and Development	<p>SS10.CWI.1 Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural.</p> <p>SS10.CWI.2 Compare the relationship of governments and economies to events occurring in specific nations.</p> <p>SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p> <p>SS10.CWI.7 Identify strategies</p>	<p>I can describe the main points, details, and critiques of various new stories related to environmental changes and development.</p> <p>I can analyze and articulate the main ideas, themes, and conflicts in various fiction and nonfiction texts related to environmental changes and development.</p> <p>I can analyze music and short films to determine how they facilitate (mis)understanding related to environmental changes and development.</p> <p>I can develop and write evidence-based arguments related to environmental changes and development, specifically concerning youth civic engagement and community impact.</p>	Resources <ul style="list-style-type: none"> • Articles and videos from various local, national, and global news outlets • Playlist: Songs Inspired by Earth Day (Delaware Gov) • “New Thinking on the Climate Crisis” (TedTalk) • “Rethinking Economics for People and Planet” (PBS) • Various stories from the UN Environment Programme • Select short stories, plays, and short films Suggested Activities <ul style="list-style-type: none"> • Document and data analysis/discussion • Four Corners discussions • Text-based discussions • Writing prompts



		that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.	I can facilitate and engage in small-group and whole-class discussions concerning local and global trends related to environmental change and development.	
March 24-28, 2025	N/A – MCAA Spring Break			
March 31 - April 18, 2025	Environmental Changes and Development in Our Own Backyard	<p>SS10.CWI.2.1 Identifying recurring historical patterns in regions around the world</p> <p>SS10.CWI.5 Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.</p> <p>SS10.CWI.6 Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.</p>	<p>I can identify recurring historical patterns related to environmental change and development around the world.</p> <p>I can analyze and explain data from government, news, and historical sources related to environmental change.</p> <p>I can make connections between local environmental change/progress and global historical trends and current events.</p> <p>I can facilitate and engage in small-group and whole-class discussions concerning local and global trends related to environmental change and development.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Learning Through Legacy: Alabama’s Environmental Education Guide for Grades 9-12 • Birmingham Area Climograph (National Weather Service) • Alabama Rivers Alliance: Resources • UN Environment Programme: Reports • Various news/media articles <p>Suggested Activities</p> <ul style="list-style-type: none"> • Mapping Activity: environmental changes in Birmingham and beyond • Venn Diagram: Birmingham and Beyond (connecting local environmental changes to global trends) • Environmental change: dataset review and discussion • Writing prompts



<p>April 21 - May 9, 2025</p>	<p>Developing Youth Voice and Civic Engagement: Understanding the Issues and Possibilities in Our Community</p>	<p>SS10.CWI.8 Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.</p> <p>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>	<p>I can identify and research a local community issue having a major impact on youth and families in Birmingham.</p> <p>I can make connections between local community issues and global trends and histories.</p> <p>I can develop and present a research presentation on a local community issue.</p> <p>I can facilitate and engage in a classwide text-based discussion on community issues.</p>	<p>Resources</p> <ul style="list-style-type: none"> Youth Stand Up Teacher's Guide (PBS Kids) Conducting a Research Project (Graphic Organizer and Planning Sheet) <p>Suggested Activities</p> <ul style="list-style-type: none"> Independent Research Project Peer Review Sessions Individual Research Presentations Socratic Seminar on Community Environmental Issues Writing prompts
<p>May 12 - 28, 2025</p>	<p>Developing Youth Voice and Civic Engagement: Do Something!</p>	<p>SS10.CWI.8 Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.</p>	<p>I can research and implement a service-learning project that directly addresses a need in the local MCAA and/or Birmingham community.</p>	<p>Resources</p> <ul style="list-style-type: none"> Youth Stand Up Teacher's Guide (PBS Kids) Service-Learning Project directions, organizer, and reflection sheet <p>Suggested Activities</p> <ul style="list-style-type: none"> Individual and/or small-group work time for service-learning projects