

Capital City Public Charter Middle School Curriculum Framework 2020-2021

	5 th		6 th		7 th		8 th	
Year-Long Theme + Guiding Questions	<p style="text-align: center;">Identity</p> <ul style="list-style-type: none"> - What are my rights? - What am I made of? - What do I need to survive? - Where and how do I fit in the universe? <p style="text-align: center;"><i>Final Product: Infographic, Presentations to Seniors and CCPCS Community Members</i></p> <p style="text-align: center;">Historical time frame: 1776-1815</p>		<p style="text-align: center;">Activism</p> <ul style="list-style-type: none"> - What do I do when my rights are violated? - How do I determine when & how to resist? - How have historical acts of resistance influenced today? <p style="text-align: center;"><i>Final Product(s): Digital storytelling & animation, spreadsheets (Expedition specific products additionally this year: art piece)</i></p> <p style="text-align: center;">Historical time frame: 1815-1890</p>		<p style="text-align: center;">Global Community</p> <ul style="list-style-type: none"> - How do we as Americans interact with the world as a whole? - How do our actions impact the world? - What determines who we are? Do we have the right to change it? <p style="text-align: center;"><i>Final Product: Blog/website</i></p> <p style="text-align: center;">Historical time frame: 1890-1960</p>		<p style="text-align: center;">Our Origins: Roots and Wings</p> <ul style="list-style-type: none"> - What are the origins of major issues we face today? - How did history make us who we are? - How can we contribute to the future? <p style="text-align: center;"><i>Final Product(s): Prototype (podcast, integration of infographic, digital storytelling, app, physical prototype)</i></p> <p style="text-align: center;">Historical time frame: 1960-Current</p>	
Expedition	S1	S2	S1	S2	S1	S2	S1	S2
	Get Out the Vote!	Amplify Curriculum-No Expedition	Revolt!: Slavery, The Civil War, & the Industrial Revolution	Resilience in Our Changing World	Weaving the American Dream	Swimming in the Gene Pool: Genetics & Biodiversity	Designing the Future: Rights for All (Civil Rights, Human Rights)	
Major Expedition Skills	Reading informational texts, reading lit texts, informative writing	NA	<p>Reading informational text & literature.</p> <p>Claim with evidence for revolt, Persuasive writing of revolt</p> <p>(Music) Write a Blues song that demonstrates understanding the relationship of American</p>	Argumentative writing, research process, grammar & conventions	<p>Reading literature and non-fiction;</p> <p>Creating blog posts that share understanding and concern about immigration, analyzing authors' perspectives and making inferences in informational articles, fictional text</p>	<p>There are many connections made between biodiversity and Genetics during the entire year, with a strong emphasis in S2.</p> <p>These include Tasks that are tailored to students understanding the connection between biodiversity in</p>	<p>Analysis of info texts, use of text sources to construct an argument</p> <p>An Independent research process, prototype development using scientific process and design thinking.</p> <p>Create a Human Rights Through the Decades Speech using public speaking skill demonstrate how that prototype solves a human rights violation.</p> <p>Adapt call and answer song form to create/recreate songs for current human rights issues.</p>	

			<p>roots music, blues form and American Slavery (metaphor and creative writing)</p>		<p>and poetry; using visuals and internet technology to reach an audience.</p>	<p>the world vs. diversity in humans.</p> <p>Persuasive writing for a specific audience, point of view in different media, data analysis. CER Assessments will allow Science Instructors (GenEd and Inclusion) to gather data.</p> <p>Through Annotated Bibliographies (from website design of Genvoz)</p> <p>Designing and explaining solutions to keep biodiversity as diverse as possible.</p> <p>Determining how genetic mutations can affect the appearance and health of an organism/specie s.</p> <p>Explain how genetic variations affect the survival and</p>	
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						<p>reproductive success of a species.</p> <p>Genvoz Website and Semester Project devoted to researching genetic disorders.</p>	
<p>Major Expedition Content</p>	<p>Formation & Function of U.S. Government</p>	<p>NA</p>	<p>Revolt!:</p> <p>Identity - knowing who I am and what I value; Rage as resistance: SQUAD - AOC, Presley, Omar - Women of color in Congress & Government</p> <p>Colorism: Who is allowed to resist and how? Genesis Begins Again, Current Events</p> <p>Joy as Resistance: #dontmutedc #blackboyjoy Gentrification (NewsELA)</p>	<p>Overarching topic: Human Impact</p> <p>Narrow topic: Natural Disasters & Climate Change</p> <p>Case Studies: <i>Project Greenville:</i> This mini-project will focus on Greenville, North Carolina, and why it is susceptible to flooding. Students will re-design the city to protect important buildings. They will also buy resources that will protect the city.</p> <p><i>DC Climate Change and Adaptation:</i> Students will use the DC climate ready plan to determine the sustainability of their current neighborhood and how they can make their community more resilient towards natural disasters.</p>	<p>Q1: European immigration 1880-1910, creation of Chinatown and other ethnic immigrant communities, contemporary immigrant experiences in order to understand common push/pull factors that have created historic migration trends.</p> <p>Q2: Is America a Dream or a Nightmare?</p> <p>Recognizing conflict as a major contributing factor to migration. Framing WWI as a global</p>	<p>What is Genetics? What happens when things go wrong? What's all the Controversy?</p> <p>The push in S1 will be on Biodiversity, and S2 will be Sociopolitical Consciousness involved in Genetics</p>	<p>What are our Human Rights according to the United Nations?</p> <p>What examples of Human Rights violations do we see in our own communities?</p> <p>How can we use the design process to develop a solution to a human rights violation?</p> <p>How can we develop a prototype that does not further violate human rights?</p> <p>How does history impact and inform individuals' understanding about human rights and its progression through the years?</p>

					<p>conflict with specific causes, effects and resolutions.</p> <p>Creating alternative solutions to conflict.</p>		
<p>Anchor Texts</p>	<p>Primary Sources</p> <p>Declaration of Independence Constitution</p> <p>Book groups: <i>Chains, My Brother Sam is Dead, Fighting Ground, Colonial Voices</i></p> <p>Supplementary texts iCivics and NewsELA, informational texts about the three branches</p> <p>Expert research Cobblestones and Appleseeds texts about bill to a law and running for president</p> <p>Washington Post article, "Trump's War on Checks on His Power"</p>	<p>NA</p>	<p>Amistad</p> <p>African Folktales</p> <p>Genesis Begins Again (Sulwe)</p> <p>Everyday Use & Thank You Ma'am</p> <p>NewsELA</p> <p>Barracoon Zora Neal Hurston</p> <p>1619 Project NYT</p> <p>Coco - Pixar (Joy)</p> <p>Teaching Tolerance</p> <p>Indigenous People</p> <p>Iqbal?</p> <p>An Ember in the Ashes</p> <p>Joelito's Big Decision</p> <p>Freedom in Congo Square</p> <p>The Amazing Age of John Roy Lynch</p>	<p>City Planning Office</p> <p>Map and Data</p> <p>Flood Risk Map</p> <p>Map of Land Use</p> <p>Floor Planner</p> <p>Clean Energy DC-Full Report</p> <p>Clean Energy-Letter from M. Bowser</p> <p>Clean Energy DC Presentation</p> <p>Climate Change Solutions DC</p> <p>Climate Change Adaptation Plan</p> <p>Additional resources: CIA World Factbook</p> <p>National Geographic Mapmaker</p>	<p><i>Seed Folks</i> (Paul Fleischman)</p> <p>Crossing the Wire (Will Hobbs)</p> <p>Shooting Kabul (N.H. Senzai)</p> <p>The Only Road (Alexandra Diaz)</p>	<p>A</p> <p>Author: Glen Phelan</p> <p>Title: Double Helix : The Quest to Uncover the Structure of DNA (Quarter 2-3)</p> <p>Author: Dorothy Patent,</p> <p>Title: Evolution Goes on Every Day (Quarter 4)</p> <p>Author: Cheryl Bardoe</p> <p>Title: Gregor Mendel : The Friar Who Grew Peas (Quarter 3)</p>	<p>The Universal Declaration of Human Rights</p> <p>Youth for Human Rights International curriculum</p> <p>Teaching for Tolerance Text</p> <p>NEWSELA Human Rights reading list</p> <p>NEWSELA <i>The Hate U Give</i> reading list</p> <p>Text Book group: <i>The Giver</i> by Lois Lowry <i>The Hate U Give</i> by Angie Thomas Leveled Content Specific Text</p> <p>Visual Literacy: The Kalief Browder Story- Netflix When They See Us PBS documentaries</p>

			<p>Voice of Freedom: Fannie Lou Hammer</p> <p>Bayou Magic</p> <p>Stella By Starlight</p> <p>Etched in Clay: The Life of Dave, Enslaved Potter and Poet</p> <p>Africa is My Home</p> <p>Underground Man</p> <p>The Glory Field</p> <p>Chains</p>	<p>Interactive</p> <p>Population Reference Bureau</p>			
Case Study	<p>Declaration of Independence paragraph</p> <p>Paragraphs about branches</p> <p>Literature circles as accountability for independent reading</p> <p>Expert research paragraphs</p>	NA	<p>LatinX Heritage Month</p> <p>2020 Election</p> <p>Studying activists at different levels, local, national, for different causes (AOC, Ayanna Presley, Ilhan Omar)</p> <p>HBCU History Month</p> <p>Local coverage of #dontmuteDC, national info for gentrification</p> <p>Compare and contrast activists & underrepresente d people in NewsELA</p> <p>Compare and contrastDouglas & Turner</p>	<p>Greenville Mini Project</p>	<p>Case study 1: Ellis Island vs. Angel Island Review</p> <p>European immigration experience Conditions in steerage and the processing of differing “classes” of immigrants entering Ellis Conditions at Angel Island and the contrasting experience to that of European immigrants who entered through Ellis Push/Pull Factors and why immigrants</p>	<p>Heredity, Face, and DNA PHET Simulations</p> <p>Virtual Collection of allelic frequencies throughout the middle school--what traits are most common? (Process TBD)</p> <p>· Online Pedigree Projects</p> <p>Task Projects in S1 that will transition us into S2</p> <p>Genvoz Checkpoints (Leading to Final Product)</p>	<p>Communication Style Virtual Poster</p> <p>The Giver Essay</p> <p>Smithsonian American Art Museum Collaboration: Vignettes</p> <p>The Hate U Give - Book Discussions</p> <p>Human Rights Through the Decades Speech</p> <p>Prototype Design/Blueprint; Google Science Fair;</p> <p>Top Social Justice songs podcast(music)</p> <p>Portfolio Pieces Human Rights (Visual Art)</p> <p>MIT Human Rights Prototype</p> <p>Health PSAs and Brochures(Preventing STDs and STIs) (8th Grade Human Growth and Development)</p>

			<p>How to make the world a better place</p> <p>Colorism - Genesis Begins Again, Dark Girls (doc), Sulwe</p> <p>Music: Revolt Blues songs</p>		<p>were attempting to achieve the American Dream</p> <p>Case Study 2: Immigration & Contemporary Border Crossing</p> <p>Considering perspectives found in migration stories as told through fiction and non-fiction text. How are immigrants perceived? What does access to the dream look like? What is lost? What is gained?</p>		<p>Evictionlab.org + Eviction stories</p>
<p>Final Product</p>	<p>Presentations to Seniors and CCPCS Community Members</p>	<p>NA</p>	<p><i>Youtube/ video explaining historical acts of revolt and identifying problems in my community and how i can revolt against them - Making comparisons of past activism with current activism and making change</i></p>	<p>Using the DC Climate Ready plan, students will create a plan to make CCPCS or our surrounding neighborhoods more sustainable..</p>	<p>Personalized blog posts that share the affirm the perspective and experience of immigrant communities.</p>	<p>GENVOZ ORGANIZATION AND WEBSITE (regardless of distance learning or otherwise).</p>	<p>Create a Human Rights Through the Decades Speech using public speaking skill demonstrate how that prototype solves a human rights violation. <i>(Will be modified to fit new DL portfolio structure)</i></p>

Math Connections	Various voting statistics	NA	TBD	TBD	N/A		<p>Research and analysis of bar graphs, pie charts, data predictions for the future (violence, Laws, other ways to measure rights), and data that supports the purpose for the prototype. For example, if the prototype is meant to fight voter suppression, a graph that shows how certain marginalized groups of voters have been historically disenfranchised would help support the TEDTalk presentation.</p> <p>Students will use “Data talks” throughout the year - but especially during Math 8 Unit 6 (Associations in Data) and Algebra Units 1 & 3 (Single- and Two-variable statistics) - to look at the theme of “Voting Rights as Human Rights.” Students will use mathematical skills and concepts to analyze different aspects of the US election system, voting rights, voting disenfranchisement, taxation without representation, and voter suppression (especially related to incarcerated and formerly incarcerated people).</p>
Other Disciplinary Connections	<p>DLT/Computer skills (how to use Google slides)</p> <p>Art (how to make visually appealing slides)</p> <p>Drama (presentation skills)</p> <p>Music Songwriting</p>	NA	<p>Spanish - Revolts in Central America</p> <p>Visual Arts: Protest Poetry</p> <p>Music Songwriting American Dream and American reality</p>	<p>Health: Healthy Behaviors Brochure and Presentation</p>	<p>Spanish 1: Unit on Immigration, students learned about immigration from Central America to the US and Spain and participated in a Fishbowl. DLT: American Dream Web Project</p>	<p>Spanish II: Immigration story- PBT. (Students read a book and work on different projects about immigration)</p> <p>Health: Personal Health Advocate Presentation</p> <p>Visual Arts: American Dream</p>	<p>Spanish II: Unit about the Salvadoran Civil War studied how the war began, US involvement and how children were impacted. Watched the film “Voces Inocentes” and analyzed the lyrics of “Casas de Cartón” (protest song).</p> <p>DLT Human Rights Prototype</p> <p>Health: Introduction of the Navigating the Healthcare System curriculum Discussions and essays in response to the question: Is</p>

	identity and voting rights				<p>Drama: A devised theater piece around a selected social issue (Semester 1).</p> <p>Music Songwriting: American Dream and American reality</p>	<p>Collaborative Mural Piece</p>	<p>Healthcare a human right or a privilege? (8th Grade, Community and Consumer Health & Advocacy)</p> <p>Drama: A devised theater piece around a selected human right (Semester 1).</p> <p>Music: Song adaptations and podcast writing of human rights through the lens of call and response</p> <p>Visual Art: Human Rights Art Piece (Recreating a master, movie posters, text and art)</p>
EL Module Connections	Considering Perspectives & Supporting Opinions: Perspectives on the American Revolution	Understanding POV: Slavery, Civil War participants, and child laborers		Reading Closely and Writing to Learning: Finding Home: Refugees	Becoming a Close Reader & Writing to Learn: Stories of Human Rights,		

****MS Curriculum Frameworks will be reviewed and revised annually****