

# WAUCONDA SCHOOL DISTRICT 118

## UNIT PLANNING ORGANIZER

**Subject: 8th Grade**

**Unit Name: Civil Rights and LGBTQ**

**Unit Number of Weeks: 1 week**

### STAGE 1 – DESIRED RESULTS

**Essential Questions:**

1. How has the history of LGBTQ evolved?

**Big Ideas:**

1. Origins and basic vocabulary of LGBTQ
2. Major historical events and individuals who have played a role in the LGBTQ movement
3. Discrimination of LGBTQ and civil rights movements

**C3 (Priority Standards):**

1. Civ.2.8.3 I can explain specific roles played by protesters in society
2. Civ.3.6.1 I can examine the origins, purposes and impacts of laws
3. D2.Civ.6.6-8 Describe the roles of political, civil and economic organizations in shaping peoples lives
4. Civ.8.7.2 I can explain how US founding documents influence social and political systems
5. D2.Civ.10.6-8: \*Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
6. D2.Civ.14.6-8: \*Compare historical and contemporary means of changing societies, and promoting the common good.
7. D4.6.6-8: \*Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
8. D4.7.6-8: \*Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of
9. power, strategies, and potential outcomes.
10. Hist.2.7.1 I can group historical events.
11. Hist.2.7.2 I can explain how historical events changed over time.

## STAGE 2 – EVIDENCE

<b>Government Institutions: Concepts (What students need to know)</b>	<b>Discussion of Current and Societal Issues: Subjects and Formats (What students will discuss or be prompted to discuss)</b>	<b>Service Learning (What students will be able to do)</b>	<b>Simulations of the Democratic Process (What students will be able to do)</b>

***Unit materials to check for understanding: (Can be links or bullet points)***

**Common Formative/Summative Assessments:**

**Interim Assessments (Informal Progress Monitoring checks):**

**Modified Common Assessments (EL, SPED):**

**Modified Interim Assessments (EL, SPED):**

## STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

### *Suggested Resources/Materials/Informational Texts*

[Mandate Document](#)

### **Suggested Research-based Effective Instructional Strategies**

**Identifying Similarities and Differences** - The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows.

Unit Objectives:

- 

**Summarizing and Note Taking** - These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Unit Objectives:

- 

**Cues, Questions, and Advance Organizers Cues** - Questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience

Unit Objectives:

- 

**Cooperative Learning** - Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Unit Objectives:

- 

**Reinforcing Effort and Providing Recognition** - Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Unit Objectives:

-

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
<b>Essential Vocabulary:</b> Civil Rights LGBTQ Prejudice  <b>Worth-Knowing Vocabulary:</b> Persecution	