

Expedition Syllabus: The Code - / -. .- -..

Instructors	Content
Mrs. Lara Haggerty Science lhaggerty@thegreeneschool.org	The initial biology investigation will have students examining the evolution of humans, and asking the question, how genetically similar are we to primates, what makes us human? Students will review human migration, and evidence for evolution. The next step in the biology exploration will be understanding the impetus for the Eugenics movement, and then reading excerpts from the text, <i>The Immortal Life of Henrietta Lacks</i>, and revisiting cell biology, and cell mitosis and meiosis. Students will then investigate the human genetic code through DNA, and addressing the issue of race, and asking if race is a scientific myth. After DNA students explore genetics, and genetic engineering, specifically focusing on the genome editing method of CRISPR Cas9. The biology investigation will culminate in reflection and investigation into the future of genetic engineering, and the future of humans.
Mr. Logan Bonney Social Studies lbonney@thegreeneschool.org	Students will examine how race, ethnicity, and racism became part of the American social and political fabric in the early part of the 20th Century through pseudo-scientific justifications. Students will explore the concept of the “American Dream” throughout the 20th century among groups of marginalized populations, understanding who has been historically invited into the American middle class and who is not. Lastly students will inspect the sociology of race and how it informs social and political conflict in America today.
Mrs. Michele Percival English Language Arts mpercival@thegreeneschool.org	Students will explore the impact of race and racism from the Harlem Renaissance through today within the texts, <i>Black No More</i>, <i>Their Eyes Were Watching God</i>, and <i>The Immortal Life of Henrietta Lacks</i>. We will also delve into work from other authors writing during the Harlem Renaissance in order to write Literary Analysis pieces through the lens of Critical Race Theory. Argument Writing has been a long term Learning Target for Junior year and will continue in this unit with a final essay arguing the morals and ethics of scientific and medical testing.
Mr. Michael Refici Mathematics mrefici@thegreeneschool.org	We will be integrating issues of social and economic justice into our Mathematics curriculum. Using probability, we will explore the chances that a traffic stop should be (and is) of a person of color.
Mr Mike Engelbrecht Precalculus mengelbrecht@thegreeneschool.org	Students will engage in a study of economic justice examining cycles of poverty perpetuated by social and commercial institutions. Students will engage in statistics and algebra to examine levels of poverty, as well as programs which perpetuate poverty. In the field, students will compare availability of jobs and housing in urban areas to draw conclusions about housing equity.

Mr. Jonathan Sayer Wellness jsayer@thegreeneschool.org	In Health Q3 we are going to be covering Drug Abuse and Addiction. My final product, which will be performed in April before Intensives, is a story/play written and acted by the students giving different perspectives of how drug abuse affected their "family". For example, each student would play a member of a family that has been impacted by drug abuse.
Mr. Brian Flamand Special Educator bflamand@thegreeneschool.org	In various classes, I will be supporting students with special needs and helping with the differentiation of instruction to help meet the needs and learning preferences of all students.

Description:

The study of race relations, DNA, and African American literature serves as the foundation of the Junior expedition, while workshop opportunities allow students to explore the history of the civil rights movement, cell biology and the human genome project, the eugenics movement, and the Harlem Renaissance. A four day fieldwork experience in New York City provides them the chance to apply their learning. Opportunities afforded by visiting Ellis Island, the Museum of Chinese in America, Harlem, and the Museum of Natural History (and even the opportunity of navigating through a diverse and modern city) enlighten the learning that takes place in our classrooms throughout the semester. In being a part of this expedition, we encourage our students to become meaningful and aware citizens, a goal that is fully realized when they are taken out of their comfort zone and into the real world.

Cross-Curricular Case Studies:

Social Justice is a topic that is prevalent in our world today and within our history. We will be connecting across our contents as students will look at past, present, and future Social Justice issues within our society. Case study themes will include:

- 1) History of eugenics, human evolution, what/who is an American? *Black No More*.
- 2) Human genetic code: DNA, the American Dream, immigration.
- 3) Genetic Engineering, contemporary race issues, future of the human race.

Field Work:

Date: Monday May 8th - 11th	New York City!!!! 1) Harlem Heritage Walking Tour, and soul-food dinner 2) Ellis Island 3) American Museum of Natural History
Cost: \$150	

Final Product Description:

Student will each be producing a A Story of Inequality: Racial Injustice. Students will be writing research papers which will evolve into an original performance piece that communicates their perspective on the topic of racial injustices. This piece will be presented to a public audience at the Rhode Island Chapter of the NAACP. Students will have the option to work independently or within a small group (not to exceed 3 people). Ideas for performances include original songs, small skits or vignettes, or spoken word poetry. Performances will be austere in nature, and centered around the content being conveyed and not aspects of staging (props, lighting, etc). The content of the performances must include both scientific and historical evidence through contemporary times and beyond.