



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1g

Meeting Date: August 18, 2016

Subject: Approve Courses of study for Men’s Leadership Academy; MLS101, MLS102

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Curriculum and Instruction

Recommendation: Approve the course of study for “Men’s Leadership Academy”

Background/Rationale: The Sacramento City Unified School District (SCUSD) Men’s Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. The Men’s Leadership Academy course has been a-g approved in the g elective category.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Courses of Study for “Men’s Leadership Academy”

Estimated Time of Presentation: N/A

Submitted by: Matt Turkie, Interim Assistant Superintendent of Curriculum and Instruction and Dr. Iris Taylor, Interim Chief Academic Officer

Approved by: José L Banda, Superintendent



COURSE OF STUDY

FOR

Men's Leadership Academy

Segment	High School
Length of Course	One Year
Developed by	Marcus L. Strother
First Edition	Fall, 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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COURSE DESCRIPTION

Men’s Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender—challenging others’ and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the MLA program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

RATIONALE

The Sacramento City Unified School District (SCUSD) Men’s Leadership Academy (MLA) curriculum was designed with the purpose of empowering young men of color to become transformative resisters against injustice and oppression. Traditionally taught as a yearlong course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development (SJYD) model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through SJYD, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures.

COURSE GOALS

Upon completion of this course, students will be able to:

- Graduate from high school.
- Gain College and career experience.
- Develop a college or career path.
- Be proficient in technology.
- Gain exposure to social entrepreneurship.

- Be introduced to tools and strategies for self-awareness in order to maintain social and emotional well-being.
- Learn, evaluate and practice good decision making.
- Learn how to use history to know where they come from, where they stand and where they can go.
- Develop levels of Social/Critical Consciousness (Social Conscience).
- Be the agents of change within their communities.
- Learn about physical health from a holistic point of view.
- Understand the importance of solidarity and camaraderie based on the theme of ‘Brothers Keepers.’

CALIFORNIA COMMON CORE LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS STANDARDS FOR 9 -12TH GRADE

Reading Informational Text grades 9 -10

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR-Info 2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCR-Info 3 – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCR-Info 7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCR-Info 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCR-Info 9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

CCR-Info 10 – By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text grades 11-12

CCR-Info 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCR-Info 2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCR-Info 3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCR-Info 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CCR-Info 5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

CCR-Info 6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCR-Info 7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCR-Info 8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCR-Info 9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCR-Info 10 – By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Literature 9-10

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.RL.9-10.5

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-Literacy.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-Literacy.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Literature 11-12

CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. **Language 9-10**

Conventions of Standard English:

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1.a

Use parallel structure.*

CCSS.ELA-Literacy.L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-Literacy.L.9-10.2.b

Use a colon to introduce a list or quotation.

CCSS.ELA-Literacy.L.9-10.2.c

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.3.a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-Literacy.L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-Literacy.L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language 11-12

Conventions of Standard English:

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.2.a

Observe hyphenation conventions.

CCSS.ELA-Literacy.L.11-12.2.b

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3.a

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-Literacy.L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards grades 9-10

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from and supports the argument presented.

CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a.** Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards grades 11-12

CCW1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

CCW2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCW3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCW4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCW5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CCW6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCW7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCW8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

CCW9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

CCW10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS GRADE 9-10

CCSL1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSL2** – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSL3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CCSL4** – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
- a.** Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA
 - b.** Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
- CCSL5** – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSL6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

SPEAKING AND LISTENING STANDARDS GRADE 11-12

- CCSL1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- CCSL2** – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSL3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCSL4** - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and

the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA **a.** Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA **b.** Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA

CCSL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSL6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 9-10

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCRH3 – Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCRH5 – Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCRH6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCRH7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCRH8 – Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CCRH9 – Compare and contrast treatments of the same topic in several primary and secondary sources.

CCRH10 – By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES GRADE 11-12

CCRH1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCRH2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCRH3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCRH4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCRH5 – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCRH6 – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CCRH7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCRH8 – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CCRH9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCRH10 – By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

INSTRUCTIONAL MATERIALS

Men’s Leadership Academy Curriculum

How Successful People Lead – John Maxwell

Between the World and Me – Ta-Nahesi Coates

Reach – 40 Black Men Speak on Living, Leading and Succeeding – Ben Jealous and Trabian Shorters

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1 Introduction to the MLA Program.....	1 week
Unit 2 Emotional Well-Being.....	1 week
Unit 3 Developing Critical Consciousness.....	4 weeks
Unit 4 Moving towards High School Graduation.....	1 week
Unit 5 College and Career Readiness.....	3 weeks
Unit 6 Developing a College and Career Path.....	2 weeks
Unit 7 History and Legacy.....	5 weeks
Unit 8 Physical Health.....	2 weeks
Unit 9 Good Decision Making.....	2 weeks
Unit 10 Becoming Agents of Change.....	5 weeks
Unit 11 Social Entrepreneurship.....	5 weeks

Men's Leadership Academy
Sacramento City Unified School District

Title: Men's Leadership Academy
Transcript abbreviations:
Length of course: Full Year
Subject area: College-Preparatory Elective ("g") / Interdisciplinary
Grade levels: 9th, 10th, 11th, 12th
Course learning environment: Classroom Based

Course Description

Course overview:

Men's Leadership Academy encourages students to engage in meaningful conversations and activities around race, culture, class, and gender, challenging others and themselves to think with a humanizing and socially conscious lens. It serves as a critical component of the Men's Leadership Academy program, which consists of a rigorous course supplemented with academic retreats, life/career coaching, technical skills training, opportunities for civic engagement and educational field trips (including college/university tours, job shadowing and more). The program thus supports students in their personal development, academic achievement, and college planning and preparation.

The Sacramento City Unified School District Men's Leadership Academy curriculum was designed with the purpose of empowering young men to become transformative resisters against injustice and oppression. Traditionally taught as a year-long course, the curriculum focuses on identity development and the development of critical consciousness. It is centered on the Social Justice Youth Development model, which encourages students to study problems and struggles that affect them and their communities through an empowerment lens. Through the Social Justice Youth Model, students become experts on issues of power, privilege and responsibility while identifying the associated structural inequities so that they can educate others. Students are then supported as they become agents of change to address such inequities and undo unjust policies and structures. Additionally, students write frequently, critically, reflectively, persuasively and discuss real world issues.

**1. Introduction to Men's Leadership Academy-Leadership
Instructional Objectives**

In this unit, students will define leadership and create leadership goals for themselves and their class for the year. They will learn about S.M.A.R.T. goals and use this process to write their own goals. Students will examine different leadership styles using textbook definitions, extensive research and case study. They will research real world leaders and determine their leadership styles, strengths and weakness of each as seen in the decisions made. Student will have group discussions about the leadership decisions and how leadership styles influence those decisions.

They will evaluate these decisions and present their findings to the class as well as write about their personal leadership style and how it influences the decisions they make.

- Students will know about the MLA program's vision and objectives
- Students will know about each other
- Students will be able to co-create a social contract for developing an empowering space for each other
- Students will be able to engage in a variety of activities to learn more about their classmates and the vision of the MLA program

Suggested Activities

- Introduction to MLA presentation.
- MLA course syllabus.
- Developing and setting classroom rituals and routines.
- Social contract activity to establish classroom environment (teacher and students develop a contract together regarding what they view as an empowering space for learning).
- A series of ice-breakers or community-building activities to develop trust among MLA students.
- Short reading (autobiographical content) to prompt students to write about themselves.
- Self-reflective journaling.
- Developing a classroom motto (focus on empowerment).

Instructional Assignment

A guided classroom discussion will be held to explore the question of who teaches us about our racial and ethnic histories? Why is it important to know and be able to tell the stories of our own racial and ethnic histories?

Students will write a 500 word autobiographical essay in which they reflect on how race, gender, sexual orientation, culture and/or class have shaped their identity.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

2. Emotional Well-Being-Feedback

Instructional Objectives

Students will learn how to give constructive feedback. Students will also learn how to evaluate ideas for their strengths and weaknesses. Students will need to evaluate and give feedback to other presentations on a weekly basis. This assessment relates to the goals of the class because it focuses on verbal communication skills as well as the ability to evaluate issues and give constructive feedback.

- Students will be able to engage in problem-solving scenarios where they address the emotional well-being of others and link to the necessary support services.
- Students will be able to develop their navigational and social capitals.
- Students will know about the local and community-based support services and resources that exist for students' well-being.
- Students will know about the importance of supportive relationships.

- Students will know about possible support services pertaining to their own lives.

Suggested Activities

- Self-assessment of emotional well-being with follow-up intervention or opportunities (if needed) - needs to be developed by MLA.
- Resources list of support agencies and organizations.
- Lessons on emotional well-being and positive relationships (supportive relationships).
- Readings or lessons on navigational capital and social capital (Yosso).
- Assignments or activities where students learn about the local organizations or support services in their communities.
- Field trips (organizations, homeless shelters, school-tour of services, etc.)
- Guest speaker from local organizations.
- Resource community/ school fair.

Instructional Assignment

We begin with using Julian Weisglass' definition of Leadership, which is taking responsibility for that which matters most (1998). Each student will write a critical analysis journal entry about how the speech shows what matters most to the leader.

Students will read Level 1 of "How Successful People Lead" - John Maxwell

3. Developing Critical Consciousness-Writing

Instructional Objectives

Students will learn how to write in three important ways: Critically, reflectively and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and the use of evidence when writing in any style.

- Students will be able to critically examine various texts through a critical lens
- Students will be able to research/analyze a particular issue pertaining to social injustice and inequity and present their findings.
- Students will be able to develop an action-plan for their continuing efforts
- Students will be able to write in three different ways: Critically, reflectively and persuasively

Suggested Activities

- Lessons introducing key terminology and concepts (race, ethnicity, institutional racism, class, sexism, patriarchy, gender, homophobia, etc.)

- Critical reading of various texts (articles, literature, film, art, audio podcasts, music videos, rap lyrics.)
- Google Image searches of communities and/or races (to view disparities and stereotypes/racism)
- Examination of key issues (education, prison, health, etc.) through a critical lens (statistics, readings, film, etc.)
- Examination of case studies that prompt students to think critically
- Socratic Seminars
- Self-reflective writing (examining their own roles in social inequity and injustice) - Student debates
- “Tour of the city” (analysis of resource gaps and communities)

Instructional Assignment

What motivates enslavement? Is it economic interest or a fundamental belief of superiority? Students will read excerpts from Malcolm X and Gandhi. Gandhi’s work will explore class perspectives and denouncing privilege. Malcolm X speeches and text will be used to explore civil rights vs. rights for humans. The students will be able to describe the acts of civil disobedience as a form of transformational resistance, rather than self-defeating resistance. The students will write a critical analysis of Tatum's Chapter 1, "Why Are All the Black Kids Sitting Together in the Cafeteria?" will be held in the classroom in a Socratic Seminar. The students will write a persuasive argument essay on the prompt: Where do students see Tatum's arguments in action in their own schooling?

Students will read Level 2 of "How Successful People Lead" - John Maxwell

4. Moving Towards High School Graduation-Reflection

Instructional Objectives

Students will learn about effective reflection and self-assessment. Students will think critically about their progress in class and the events throughout the course of their high school career.

- Students will be able to read their transcripts to monitor their progress for high school graduation
- Students will be able to engage in conversations about the importance of education and of setting larger goals
- Students will be able to write a reflective essay on their strengths and weaknesses as a students

Suggested Activities

- Activities and lessons on Sacramento City Unified high school graduation requirements (w/transcript overview)
- S.M.A.R.T. goal development session—having students create S.M.A.R.T. goals regarding their graduation goal
- Counselor workshops/presentations on high school graduation requirements (and A-G requirements)

- One-on-one or small group progress checks (where students monitor their own progress towards high school graduation)
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)

Instructional Assignment

- Student S.M.A.R.T. goal assessment of graduation progress at the end of each semester (self-reflection)
- Post-high school goals art assignment/exhibit
- High School graduation progress plan/portfolio
- Self-reflective journals (answering essential questions)

Students will read Level 2 of "How Successful People Lead" - John Maxwell

5. College and Career Readiness-Planning

Instructional Objectives

Students will plan different school and community projects/events that are focused on college and career preparation. They will focus and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate task appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.

- Students will be able to present their post-high school plans to others
- Students will know the various requirements needed for college acceptance (A-G requirements, testing, etc.)
- Students will know how to set S.M.A.R.T. goals and monitor their progress
- Students will know the requirements and job duties about a career of interest
- Students will know the requirements and important information about a college of interest
- Students will be able to write reflectively about themselves

Suggested Activities

- Counselor workshops/presentations on A-G requirements (w/transcript overview)
- One-on-one or small group progress checks (where students monitor their own progress towards college admittance)
- Activities and lessons on A-G and testing requirements for four-year colleges
- Activities and lessons on career objectives: career-interest inventory, student self-reflective journaling, etc.
- Film clips (College board, etc.)
- Statistics on graduation rates, etc. (a critical reading of education and young men of color)
- Field trip to colleges (public and private) and local community businesses (focus on social entrepreneurship)

- Guest speakers (college and career)
- Parent Workshops on high school graduation requirements and college admissions requirements
- On-Going counselor/teacher monitoring of students grades (2-3 times a semester)
- Self-assessments for internship interests (11th and 12th graders)

Instructional Assignment

- Career & College research project and fair: Student will create a brochure or multimedia presentation on a career of interest (requirements, salary, education needed, etc.) Students will complete this same work for the college of their choosing and present it to the class.
- In groups, students will plan and implement a school/community event using a project planning format. This event will help students gain knowledge of college and career opportunities that are available in the community and beyond. They will be responsible for every aspect of the event including budgeting, personnel, marketing, facility request, communication, and implementation. After the event, they will evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events. They will also reflect and write about what they learned about themselves and their ability to work in a group.

Students will read Level 3 of 'How Successful People Lead' - John Maxwell

6. Developing a College and Career Path-Planning Instructional Objectives

Students will write a detailed self alignment plan for their college and career path. This document will have many sections needed for the successful planning of their college or career path. The assessment of their plan will help students gain structure as it relates to the goals of the class because it will help students plan the many details associated with planning for their college or career path and the potential issues that may arise.

- Students will be able to present their clearly laid-out post-high school plans to others
- Students will be able to engage in internships and mentoring opportunities, in order to develop their leadership potential and their college/career paths
- Students will be able to present their clearly laid-out post-high school plans to others

Suggested Activities

- S.M.A.R.T. Goal development regarding college and/or career goals
- Self-reflective journals
- College and career research/inventories (from previous units)
- Assignment/Culminating Project on students' post-high school plans (with presentation component)

- Student assessment of interests and matching to (1) Internships (for 11th and 12th graders) and mentorships (for 9th and 10th graders)
- Structured and non-structured activities for students and mentors such as day-long retreats, dinners, events, etc. (ongoing for the rest of the year)
- Skills assessment and evaluative feedback

Instructional Assignment

- S.M.A.R.T. goals—career and college
- Self-reflective journals (answering essential questions)
- Student written report on post-high school plans (college and career) with detailed information and S.M.A.R.T. goal development for goal completion (with presentation)

Students will read Level 3 of "How Successful People Lead" - John Maxwell

7. Social Entrepreneurship-Creative Problem Solving/Writing Instructional Objectives

Students will learn about creativity. Students will learn about effective brainstorming and effective business proposal writing.

- Students will be able to work in collaboration with others (small groups) to design a social entrepreneurship project aimed at improving their communities
- Students will be able to identify models and examples of social entrepreneurs in their communities and schools
- Students will be able to utilize their ideas and voices to advocate for themselves and their communities

Suggested Activities

- “Tour of the City” examining community equity and access
- Historical examination of community issues
- Lessons focusing on defining and providing examples of social entrepreneurship
- Research assignments (i.e., scavenger hunt) on local business/ examples of social entrepreneurship
- MLA student Social Entrepreneurship project
- Commercials or PSA’s (multimedia presentations of their projects)
- “Elevator Speech” assignment
- Project Presentation Night (with invited guests)
- Lessons or activities focusing on use of technology or have technology as a means to present work (ongoing throughout the year)
- Engagement with multimedia technologies
- Guest speakers/Social entrepreneurs focusing on careers in technology
- Technology based mentors and internship opportunities

- Field trips to organizations or companies focusing on technology

Instructional Assignment

- Students will be grouped by different levels and given the task of developing their own company. Students will need to develop and write a plan for a company name, budget, branding design and perspective growth outcome based on supply and demand. This will be written into a business proposal. Students will then present their company to our school "Shark Tank" to see if they can get potential investors. Based on the outcomes of investment, the students will need to think creatively to find solutions to any real concerns and then plan around how they will find solutions. The students will be tasked with writing reflectively about their business proposal and how they will prepare more critically for future proposals.

Students will read Level 5 "How Successful People Lead" - John Maxwell

8. Becoming Agents of Change-Writing Instructional Objectives

Students will write critically, reflectively and persuasively. Students will know the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity and use of evidence when writing in any style. The importance of effective writing in business, education and groups will be discussed.

- Students will develop their sense of agency by carrying out short-term and long-term action plans that work towards viable solutions to the challenges students see in their schools and communities
- Students will be able to carry out their action-plan
- Students will know how to develop an action-plan and work in groups/as a team
- Students will know about their local organizations, politicians, etc. in order to form partnerships or coalitions to work for positive change

Suggested Activities

- Solutions-based assignments
- Activities and assignments for developing short-term and long-term action plans on how to implement possible solutions for an issue(s) students identified in previous unit (action-research project) AND carrying it out
- Class assignments linking students to local organizations
- Presentations to community members, politicians, staff/administrators, etc. (both their action-research and their action plans)
- Carrying out their action-plans

Instructional Assignments

- Action-plan drafts
- Short-term and Long-term action plans final drafts (carried out)
- Showcase event where students are able to inform the community about local issues or concerns (examples: Presentation to school board or other public forums).
- Students will write a persuasive essay, create a persuasive poster and an electronic advertisement. Student will write a critical essay on a leadership topic. Students will write reflectively in short journal assignments and longer essay assignments. Students will write a reflective essay focusing in on their leadership growth and development in preparation for their year-end legacy assignment.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

9. Creative Problem Solving

Instructional Objectives

This unit will focus on creativity and problem solving for real work situations. Students will work to identify the core issues of any situation and look at problems from others perspectives. They will learn how to build off of their peer's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to brainstorm, develop and implement proposed solutions and meet with appropriate personnel to present their solutions and persuade other of the viability of their ideas.

- Students will be able to engage in various conversations about poor decision- making and overcoming challenges
- Students will be able to evaluate their own progress towards their goals (SMART goals, etc.)
- Students will learn how to research and solve a community problem

Suggested Activities

- S.M.A.R.T. Goal development workshops (revisiting goals on college and career goals) Lessons focusing on life-skills (communication, healthy relationships, conflict resolution, time management, etc.)
- Self-evaluation of plans and behaviors, and feedback from MLA staff
- Decision-Making activities with Mentors
- Readings on decision-making and youth; for example: Solórzano's "Transformative Resistance" article/reading
- Workshops engaging students in decision-making activities and role-playing

- Guest speakers highlighting importance of good decision-making and creative problem solving
- Self-reflection journaling throughout
- Lessons on Developing Problem-Solving Skills

Instructional Assignment

Students will go out into classrooms and identify an issue that is important in their school or community. They will work in groups to research the problem and brainstorm potential solutions that are viable, affordable and realistic. Students will create a plan to fix the problem and present that plan to a panel of experts in the field. This panel can include community members, school administration, district personnel and /or parents and other students. If approved, they will implement their plan and follow through the process. If not approved, they will evaluate the reasons it was not approved and make the changes to resubmit their plan for approval.

Students will read Level 5 of "How Successful People Lead" - John Maxwell

10. Physical Health-Service Learning Leadership

Instructional Objectives

Students will learn the importance of serving others, their school, their community and their world. This will all be done through a service learning project around physical health and the world around us.

- Students will know about socio-economic disparities in physical health
- Students will know about particular health-related issues in their community, like diabetes, hypertension, etc.
- Students will be able to understand ways to prevent certain health issues and to work towards being healthy individuals
- Students will be able to engage others (school and/or community) with information on how to live healthy lives

Suggested Activities

- Health statistics, based on demographics
- Examination of physical health through a critical lens (statistics, readings, film, etc.)
- Socratic Seminars
- Self-reflective writing
- Student debates
- “Tour of the city” (analysis of food/health resources across communities)
- Guest speakers (food justice)
- Films (Unnatural Causes, SuperSize Me, Food Inc., etc.)
- Food journals
- Lessons on healthy eating, taking care of one’s body, etc.
- Examination of family history of health
- S.M.A.R.T. goals based on physical health

Instructional Assignment

- Self-reflective journals (answering essential questions)
- Large-class discussions or Socratic Seminars
- Individual or Group Presentations
- Food Journal will be kept by all students that will document daily eating habits. The students will develop a food plan that will allow for them to begin eating healthier based on the documented intake of certain foods, i.e. sugars, breads and water.
- Students will work in groups to develop a service project that will benefit others, their school, their community and the world. Students will plan and implement the service project and follow through to learn of its value. They will write a media release to bring attention to their project. This will be an ongoing unit throughout the course.

Students will read Level 4 of "How Successful People Lead" - John Maxwell

11. History and Legacy-Communication and Writing Instructional Objectives

Students will learn the skills necessary to being a confident public speaker. These skills include: projection, articulation, eye contact, body language and confidence. They will learn how to write a speech, use a microphone and digital recording. Students will watch and evaluate famous historical speeches both political and non-political. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer and culminating in a large group speech. Students will research and be taught effective speech writing and will practice writing their own persuasive speeches.

- Students will be able to explore their own histories and learn about their ancestors
- Students will be able to engage with family or community in a series of assignments related to their identity
- Students will be able to complete a family tree
- Students will be able to combat negative stereotypes through the use of technology and social media
- Students will know some of their history and information about their ancestors (family and race/ethnic group)
- Students will explore about geography
- Students will know about the history of their communities and neighborhoods
- Students will know about negative stereotypes and assumptions regarding young men of color

Suggested Activities

- History lessons on legacy of students' ancestors (Mesoamerica, Chicano Movement, African Diaspora, etc.)—tailored to students in the class
- Student research projects on their ancestors or historical moments

- “Knowing Your Ancestors” assignment (Family tree assignment)
- Homework assignments having students interview/engage with family and/or community
- Documentary film or multimedia projects where students demonstrate Family Tree or research findings
- Personalized lessons focused identity: race, class, gender, sexuality, immigration status, etc. Focused on students exploring their own identities (self-reflection)
- Exploration of history and legacy (past and present); examining race and ethnicity in today’s context - Film analysis
- Lessons on geography
- Lessons and activities on stereotypes and the impact of social media (Google searches of ethnicities/races/etc.)
- Confronting stereotypes head-on
- Lessons on technology and multimedia use
- Guest speakers
- Field Trips (mural walks, etc.)
- Scavenger Hunt assignment

Instructional Assignment

- Quizzes and exams on content
- Self-reflective journaling answering Essential Questions
- Geography assignments
- Socratic Seminars
- Family Tree written piece and visual with presentation
- Art project capturing students’ multiple identities (w/presentation)
- Social media campaign (multimedia) where students confront stereotypes head on and present to various community and school members
- Students will write and give a persuasive speech. They will present their speech using a microphone to a live audience and will have their speech videotaped. Students will be evaluated by both their peers and through self-evaluation while watching their own performance on the effectiveness of their presentation, as well as how well they used public speaking skills. Their speech will be evaluated for its content and the arguments made and justified in their writing.

Students will read Level 4 of "How Successful People Lead" - John Maxwell