

**UNIT OVERVIEW:** *This unit requires students to critically examine our current educational system with an emphasis on the issue of equity. Students are required to not only understand why inequities exist, but are also asked to create possible solutions for a fairer more just system that serves all children.*

STAGE ONE: Identify Desired Results			
Established Goals/Standards	<b>C3 Active and Responsible Citizens D2</b>  Identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.  <b>CCSS.ELA-Literacy.W.11-12.1</b>  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  <b>CCSS.ELA-Literacy.W.11-12.7</b>  Conduct a sustained research project to answer a question	Long-Term Transfer Goal	
		<i><b>At the end of this unit, students will use what they have learned to independently...</b></i>	
		<ul style="list-style-type: none"> <li>• Be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges of an interconnected world.</li> <li>• Research, analyze and interpret various forms of information in preparation for making an argument.</li> <li>• Communicate ideas effectively, both orally and in writing to argue a position.</li> </ul>	
		Meaning	
		<b>Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• All students deserve an equitable educational experience.</li> <li>• Race and class impact the structure of our current educational system.</li> <li>• An educational gap exists in this county and our country because of institutional racism and classism.</li> <li>• Reforms efforts are necessary in our current educational system to close the gaps between different groups.</li> </ul>	<b>Essential Questions</b> <i>Students will consider such questions as...</i> <ul style="list-style-type: none"> <li>• Is America a meritocracy?</li> <li>• What are the implications of demographics on education?</li> <li>• Is our current education system meeting the needs of all students?</li> <li>• What causes educational gaps between various subgroups?</li> <li>• How do we create an equitable education system where all students are provided with a quality education?</li> </ul>

<p>(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.</p> <p><b>CCTC Standards (Common Career Technical Core) ED *</b></p> <p>3, 6,7,8</p>		
	Acquisition	
	<p><b><i>What knowledge will students learn as part of this unit?</i></b></p> <ul style="list-style-type: none"> <li>• Students will understand the effects of concentrated poverty on education.</li> <li>• Students will understand how housing patterns affect the quality of an education.</li> <li>• Students will understand how district borders affect the quality of an education.</li> <li>• Students will understand how school districts are funded in New York State.</li> </ul>	<p><b><i>What skills will students learn as part of this unit?</i></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze and interpret statistical information to make inferences</li> <li>• Students will be able to interpret ideas from different perspectives</li> <li>• Students will be able to use text-based evidence to synthesize ideas and build an argument</li> <li>• Students will discern which information and testimony best serves an argument.</li> <li>• Students will be able to make an argument before a court using witness testimony and evidence.</li> </ul>

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p><b>Criteria to assess understanding:</b> <i>(This is used to build the scoring tool.)</i></p> <ul style="list-style-type: none"> <li>• <i>Thorough knowledge, understanding and explanation of the facts of the G.R.A.C.E. Court Case and its implications to education.</i></li> <li>• <i>Understanding of the context surrounding the G.R.A.C.E. Court Case and the history of educational inequality in the United States</i></li> <li>• <i>Accuracy of information</i></li> <li>• <i>Thorough understanding of the various perspectives represented in the court case</i></li> <li>• <i>Well-crafted, persuasive arguments based on evidence</i></li> <li>• <i>Communicate ideas effectively using clear, concise language in both writing, and orally</i></li> </ul>	<p><b>Performance Task focused on Transfer:</b></p> <p>Students will conduct a mock trial of the Paynter v. New York lawsuit, also known as the G.R.A.C.E. Court Case. In 1998, G.R.A.C.E sued the State of New York on behalf of all students in the Rochester City School District, stating that RCSD students were denied a “sound basic education” because of the high concentration of poverty in the RCSD.</p> <p>The goal of this task is for students to research and use evidence to argue whether or not students in the RCSD are receiving a “sound basic education” as promised by the NYS constitution. The class will be divided into two teams, plaintiffs (G.R.A.C.E.) and New York State. Each team will have two lawyers, while the other members of the team will act as witnesses. Students will use clear and concise communication in writing, reading, and speaking/listening as they take on their various roles in the mock trial to try and prove the merits of their team’s perspective.</p> <p>At the conclusion of the trail, each student, regardless of their role in the mock court case, will write a reflective essay of the G.R.A.C.E. Court Case</p>
	<p><b>Other Assessment Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities.</li> <li>• Vocabulary quiz</li> <li>• Critical analysis of Monroe County based on census data and demographic statistical information.</li> <li>• Graded Discussion: Is Monroe County Segregated?</li> <li>• Research article summaries and analysis</li> <li>• Witness biographies</li> <li>• Reflective essay about court case including an answer to the question: What should be done in our community to ensure that ALL students receive a quality education?</li> </ul>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences
<p>A</p> <p>M,T</p> <p>M</p> <p>M</p> <p>A, M</p> <p>M</p> <p>A, M</p> <p>M</p> <p>M</p> <p>A,M</p> <p>M</p> <p>M, T</p>	<p><b>Learning Events:</b></p> <ol style="list-style-type: none"> <li>1. Daily key vocabulary tied to the content of the day's lesson</li> <li>2. Daily journal entries that require students to reflect on critical questions and texts regarding educational inequalities</li> <li>3. Monroe County mapping activity</li> <li>4. Unite Rochester: Examining the housing divide activity</li> <li>5. Effects of Poverty on Children research activity</li> <li>6. Understanding the Educational Gap: Relationship between standardized test scores and free and reduced lunch rates</li> <li>7. Accessing, understanding, and interpreting NY State School Report Cards</li> <li>8. Educational Obstacle Course from student perspective</li> <li>9. Educational Obstacle Course from teacher and institutional perspective</li> <li>10. Educational Court Case station activity requiring students to complete a historical analysis sheet for 5 key educational court cases in U.S. history</li> <li>11. Urban / Suburban Exchange comparing and contrasting different educational settings</li> <li>12. Research article for court case –summarize, analyze, interpret, evaluate</li> </ol>

T	13. Witness biography peer editing, feedback and question creation activity
T	14. Self-evaluation

\*Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)