# YCSC Course Syllabus Template

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## Essential Question/Theme

## Course Description: Themes, goals, outcomes, rational for connection to real life and critical thinking

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## Culminating Project Description: Interdisciplinary themes and connections between subject matters
**YCSC Course Syllabus SAMPLE**

| Trimester: 1 |

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**Course Title**

Government

**Essential Question/Theme**

How do we liberate ourselves?

**Course Description:**
Themes, goals, outcomes, rational for connection to real life and critical thinking

Students will understand the idea of liberating ourselves as individuals as well as citizens. They will analyze the Constitution, the rights and privileges given within its language and look back into its history to see how these same rights have been violated within the system. They will understand its challenges through the different interpretations of the Constitution as well as how those interpretations manifested within major shifts in history, particularly in Supreme Court cases. Through this course, students will be asked to propose ways that they can “liberate” themselves in understanding the system they live in, its flaws, and what can be done to change things.

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### Course Syllabus

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| **Unit 1** | How we liberate ourselves? | 12.1, 12.2 | - PSRI – Academic Skills – Communication: Students will be able to communicate with clarity and precision orally, in writing, using technology and while listening.  
- SRI – Intrapersonal: Students will be able to articulate, engage, and initiate socially-responsive personal change to work towards confronting oppression and achieving social justice. | Create a youtube project demonstrating how Constitution is both a source of freedom and restrictions. Specifically focusing on the rights given and taken away by the Constitution. |
| **Unit 2** | How do we liberate our communities? | 12.5 | - PSRI – Academic Skills – Critical Thinking: Students will be able to differentiate between fact and opinion, defend an argument, problem solve, use reasoning, and question in order to achieve success in their chosen pathway.  
- SRI – Interpersonal: Students will be able to articulate, engage, and initiate socially-responsive interpersonal change to work towards confronting oppression and achieving social justice. | Create a website that explains to other young people how the bill of rights affects them. Propose changes that will make people more free. |
| **Unit 3** | How do we liberate ourselves? As a society? | 12.6, 12.8 | - PSRI – Exploration and Discovery of Pathways – Resources: Students will demonstrate knowledge of and the ability to use a plethora of different resources from their community.  
- SRI – Institutional: Students will be able to articulate, engage, and initiate socially-responsive institutional change to work towards confronting oppression and achieving social justice. | Compare different political systems and create a panel that discusses what the advantages and disadvantages are for both systems and how people can be liberated. |

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**Culminating Project Description:**

Interdisciplinary themes and connections between subject matters

Students will join a local campaign to inform their community about the issues most relevant to their friends and family. They will work to increase awareness of the rights they have as citizens as well as non-citizens. Students will work to spread information of the resources that are available to the community. The Youtube video and the website would be in accordance with promoting the campaign. The panel could be a presentation where the issues of the campaign can be presented within the context of the different governments.