

Student Achievement Committee Meeting

Wednesday, August 21, 2024 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order/ Pledge of Allegiance**

2. **Decision: Approval of Minutes**

3. **Public Comment**

4. **Information**

4.1. Dual Enrollment Grant

5. **Decision**

5.1. Media: Power and Freedom

Presenter: Leszek Ward

5.2. Human Rights

Presenter: Leszek Ward

5.3. Holocaust and Human Behavior

Presenter: Leszek Ward

5.4. French ECE

Presenter: Leszek Ward

6. **Information**

6.1. Recharge Program Summary

Presenter: Jammy Davies

7. **Adjournment**



Student Achievement & Outcomes Committee
June 26, 2024
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [June 26, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Kristen Giantonio, Maria Simmons

ALSO PRESENT: Kim Culkin (zoom), Michael Dietter, Carly Fortin, Amy Martino, Jaime Rechenberg, Jillian Romann, Alan Theriault (zoom), Kristy Trelli (zoom), Jennifer Van Gorder, Melanie Vetrano (zoom), Leszek Ward

Call to Order

Commissioner Simmons called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 15, 2024 meeting:

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;

VOTED: to postpone the May 15, 2024 minutes to the next SAC meeting.

Public Comment

Michael Dietter of 129 Church Street, Bristol CT addressed the committee members with his recognition of Dr. Jaime Rechenberg and how much she is appreciated by Bristol Public Schools.

Information: Gifted and Talented Yearly Summary

Mr. Alan Theriault, Gifted and Talented teacher, presented information on what the Gifted and Talented Program is and the identification process. Mr. Theriault shared data on the student population for the last 3 years.

Questions and comments followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, it was unanimously;

VOTED: to reopen Public Comment.

Public Comment

AnnMarie & Troy Harmon of 49 Fair St, Bristol CT, Lauren Vernaglia of 79 Beechwood Lane, Bristol CT, and Mary Hawk of 71 Vera Rd, Bristol CT addressed the committee members regarding their support for the Gifted and Talented Program.

Decision: Botany Revision

Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented the curriculum revision for Botany, which was last revised in 2019. This course introduces students to the characteristics and life cycles of plants. The course will include 4 units of instruction: 1. Introduction to Botany, 2. Pollination and Growth, 3. Wide World of Plants, and 4. Plants and Man.

Discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the Botany curriculum revision to the full Board of Education for approval.

Decision: Website Design Revision

Dr. Rechenberg presented the curriculum revision for Website Design, which was last revised in 2004. This revision was needed because our digital world is rapidly changing. This course dives into the fundamentals of crafting engaging and functional websites. Website Design will include 4 units of instruction: 1. Basics of Web Design, 2. Web Design Elements, 3. HTML, and 4. CSS.

Questions followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the Website Design curriculum revision to the full Board of Education for approval.

Decision: ECE Environmental Science Revision

Dr. Rechenberg presented the curriculum revision for ECE Environmental Science, which was last revised in 2020. The reason for this revision is because the course only had a syllabus written. It now has a full curriculum. ECE Environmental Science has six units of instruction: 1. The State of the Earth and Human Impact, 2. The Living World, 3. Land Use, 4. Energy Resources, 5. Land, Air, and Water Pollution, and 6. Global Change.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the ECE Environmental Science curriculum revision to the full Board of Education for approval.

Decision: CAD and Solid Modeling Revision

Dr. Rechenberg presented the curriculum revision for CAD and Solid Modeling. This course was last revised in 2014 and was revised to match the updated CTE standards and focuses more on manufacturing. The course has two units of instruction: 1. Fusion 360 and Manufacturing Overview and 2. Manufacturing Strategies Utilizing Fusion 360 Applications.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the CAD and Solid Modeling curriculum revision to the full Board of

Education for approval.

Decision: Communication Technology

Dr. Rechenberg presented the curriculum revision for Communication Technology, which was last revised in 2016. This course will expose students to a wide variety of communications technologies, including graphic, electronic, audio and video communications. There are four units of instruction: 1. Fundamentals of Communication Technologies, 2. Acoustical Engineering, 3. Graphic Technologies, and 4. Multimedia Communications.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the Communication Technology curriculum revision to the full Board of Education for approval.

Decision: Child, Family and Community Revision

Dr. Rechenberg presented the revision for Child, Family and Community, which was last revised in 2013. There are four units of instruction: 1. Why do we study children, 2. Prenatal Development and Infancy, 3. Early Childhood Development, 4. Adolescence, and 5. Building Families.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the Child, Family and Community curriculum revision to the full Board of Education for approval.

Decision: Oceanography Revision

Dr. Rechenberg presented the revision for Oceanography, which was last revised in 2020. There are four units of instruction: 1. Biological Factors in Our Oceans, 2. Chemical Factors in Our Oceans, 3. Physical Factors in Our Oceans, and 4. Geology of Our Oceans.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the Oceanography curriculum revision to the full Board of Education for approval.

Decision: K-12 Library Media Revision

Mrs. Jillian Romann, Elementary STEM Supervisor, presented the revision for Oceanography, which was last revised in 2019. There are four units of instruction: 1. Digital Citizenship, 2. Information and Media Literacy, 3. Growth, Inquiry, Curiosity, and 4. Presentation of Information.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, It was unanimously;

VOTED: to move the K-12 Library Media curriculum revision to the full Board of Education for approval.

Questions and discussion followed regarding future curricula.

There being no further discussion, Commissioner Simmons adjourned the meeting at 8:30

p.m.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise

DRAFT



Student Achievement & Outcomes Committee
May 15, 2024
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [May 15, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula, Maria Simmons (zoom)

ALSO PRESENT: Kim Culkin, Michael Dietter, Carly Fortin, Sara Hale (zoom), Michael Higgins (zoom), Kerry Lord (zoom), Shelby Pons (zoom), Jaime Rechenberg, Azra Redzic (zoom), Jillian Romann (zoom), Melanie Vetrano (zoom), Leszek Ward, Iris White

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from April 17, 2024 meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, Commissioner Fitzsimons-Bula called for a Roll Call Vote.

Following the Roll Call Vote, it was unanimously;

VOTED: to approve the April 17, 2024 minutes.

Information: Real Impact Initiative

Mrs. Kerry Lord of Partners for Educational Leadership informed the committee that they have been researching Bristol Public Schools and Bristol's progress in instructional improvement. The Partners for Educational Leadership team interviewed students, teachers, and administrators and have conducted focus groups. Even though Bristol Public Schools has hit the criteria for readiness, they are looking at ways our district can improve to refine a problem of practice. They are excited to continue their work with Bristol Public Schools.

Questions followed.

Information: Student Outcome Data, 5-Year Smarter Balanced Peer Comparison, produced by LinkIt:

Mrs. Carly Fortin, Chief Academic Officer, began by clarifying that the report being discussed was not produced by Bristol but is from an external company, however, the data presented in the report aligns with the district's records from the previous years. The report compares Bristol School District with others falling within the 50 to 60% economically disadvantaged range in Connecticut, as well as Hartford County, Urban Periphery, and Statewide. Mrs. Fortin delved into specific data points over the past five years, noting achievements in ELA and math across different grades and demographics.

Questions followed.

Information: ESSER ARP Update:

Mrs. Fortin reviewed the ESSER ARP process with the committee. ESSER ARP has 4 priorities: 1. Acceleration, Academic Renewal, Student Enrichment, Family and Community Connections, 2. Social, Emotional and Mental Health of Student & School Staff, Family and Community Connections, 3. Strategic Use of Technology, Staff Development, and Digital Divide, and 4. Building Safe and Healthy Schools. Mrs. Fortin explained the process of reviewing expenses, reallocating funds, and updating balances based on project completion.

Decision: Modern American History Revision:

Mr. Leszek Ward, Secondary Humanities Supervisor, discussed the process of designing a curriculum unit, emphasizing the importance of aligning it with standards, framing compelling questions, and promoting argumentation skills. Mr. Ward highlighted the role of research-based inquiry and collaboration in crafting relevant and rigorous content. Additionally, he addressed the incorporation of controversial topics, emphasizing the need for impartiality, balanced perspectives, and careful facilitation to foster civil discourse and support students' critical thinking and civic engagement.

Discussion followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, Commissioner Fitzsimons-Bula called for a Roll Call Vote.

Following the Roll Call Vote, it was unanimously;

VOTED: to amend the proposed language at the last Student Achievement & Outcomes meeting of changing "coronavirus" to "recent national crises" , changing it back to its original language in Unit 8 lesson 4, and to move the Modern American History curriculum revision to the full Board of Education for approval.

Decision: Emergency Medical Response Curriculum

Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented Emergency Medical Response which is a new CTE course in the Health Occupations Pathway. The course prepares students to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMRs, anatomy and physiology, overview of medical terminology, medical emergencies, trauma, and special considerations for working in the prehospital setting. Upon successful completion of the final exam, students earn an Emergency Medical Response certification through the American Red Cross.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, Commissioner Fitzsimons-Bula called for a Roll Call Vote.

Following the Roll Call Vote, it was unanimously;

VOTED: to move the Emergency Medical Response curriculum to the full Board of Education for approval.

Decision: Grade 8 Mathematics- Academic and Accelerated Algebra Revision

Dr. Rechenberg presented the revisions to the Grade 8 Academic Mathematics curriculum and Accelerated Algebra curriculum. For grade 8 academic mathematics, the revisions focused on refining learning targets and success criteria, as well as selecting effective common formative assessments (CFAs) to monitor student progress in real time. The algebra curriculum was adjusted to integrate content previously covered in the bridge to algebra course, particularly focusing on the first unit about exponents and scientific notation. This change aimed to provide a smoother transition into algebra for students and better align with end-of-year assessments.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, Commissioner Fitzsimons-Bula called for a Roll Call Vote.

Following the Roll Call Vote, it was unanimously;

VOTED: to move the Grade 8 Academic Mathematics and Accelerated Algebra curricula to the full Board of Education for approval.

Information: Summer School Programming:

Mrs. Fortin presented the 5 programs running this summer: Project “Advance” for elementary, middle, and high school, CNA Training, and Extended School Year- Special Education.

Students in grades K-5 will have the opportunity to strengthen their literacy and math skills, focusing on RISING skills and pre-teaching concepts to help students be prepared for the grade they are entering. This program will run Monday through Friday, 9am-12pm, July 8-19th (primary) and July 22- August 2nd (intermediate) at West Bristol School.

Students in grades 6-8 will participate in literacy and/or math instruction to improve their skills and will be offered ENCORE classes as well. This program will run Monday through Thursday from 8:30-11:30am, July 5- August 9th at Bristol Central High School.

High School students who have not earned a credit in a required course will have the opportunity to recover credit. Most courses will be hybrid, meeting in person two days a week with virtual/asynchronous assignments for four hours per course per week. Courses run from 8:00-9:50am and then 10:00-11:50am, Monday through Thursday July 5- August 9th at Bristol Central High School.

Bristol will be partnering with Tunxis Community College for students who would like to become a Certified Nurse Assistant. There are currently 14 applicants and 20 open slots.

Students in grades Pre-K to 12+ with IEPs who meet the eligibility criteria for extended school year instruction and related services will be able to attend the Extended School Year program. This program will run Monday through Thursday, 9am-12pm, from July 5-August 9th. Grades Pre-K to 8 will attend at West Bristol and grades 9-12+ will attend at Bristol Central High School.

Questions followed.

There being no further discussion, Commissioner Fitzsimons-Bula adjourned the meeting at 8:33 p.m

Respectfully submitted,
Katlyne Laprise
Katlyne Laprise

DRAFT



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol, Connecticut



Dual Enrollment Grant

Presentation to SAC, August 2024

Dual Enrollment Grant

- In September 2023, Bristol applied for and was granted a two-year grant for **\$89,154.00**
- Purpose:
 - To expand concurrent enrollment opportunities in pathways beyond the career and technical areas into Humanities and Fine Arts
 - Prioritize non-traditional pathways toward concurrent enrollment by developing opportunities toward certifications as a stepping stone toward postsecondary education
- Outcomes:
 - Bristol plans to increase the number of concurrent enrollment courses from **twenty-seven to forty-six**, adding nineteen courses to thirteen pathways
 - Increase the percentage of our students who are earning three or more college credits before graduation by at least ten percent in the next five years

Dual Enrollment Grant

- Key Actions
 - Develop pathways in Fine Arts and Humanities, planning a foundational level course, followed by an introductory course, and ending in a capstone course bearing college credit
 - Pathways planned: Human Rights, Criminal Justice, Journalism, Theater, and Photography
 - Increase courses resulting in certifications as foundational courses to future dual enrollment courses
 - CNA (Allied Health)
 - ProStart (Hospitality Management)
 - FANUC Robotics/Certified Production Tech (Manufacturing)
 - Increase dual enrollment in the Business department

Business & Communications	Accounting and Finance	ACCOUNTING 1	91101	5850038	CSCC
		ACCOUNTING 2	91111	5850038	CSCC
		Advanced Personal Finance	91461	5850038	CSCC
	Marketing	Marketing 2		CSCC	Coming Soon!
		Sports and Entertainment Marketing		UCONN	Coming Soon!
	Digital Communications	Computer Software Applications		CSCC	Coming Soon!
		Website Design		CSCC	Coming Soon!
		Adv. Dig. Media Production		CSCC	Coming Soon!
	Management	Computer Software Applications		CSCC	Coming Soon!
		Advanced Personal Finance	91461	5850038	CSCC
Hospitality Management	Culinary	Culinary Arts		CSCC	Coming Soon!
Health and Medical	Health Occupations	Intro to Allied Health Professions/UCONN	82112	9470038	University of CT
		Medical Terminology/UCONN	82122	9470038	University of CT
Education	Education and Training Pathway-Secondary	If You Love It, Teach It/UCONN	101225	9470038	University of CT
		IND and FAM DEV/UCONN	101215	9470038	University of CT
	Education and Training Elementary	If You Love It, Teach It/UCONN	101225	9470038	University of CT
		IND and FAM DEV/UCONN	101215	9470038	University of CT

Engineering and Technical Sciences	Information Tech	Principles of Computer Science			Capital Community College
	Engineering	Introduction to Engineering	81551	1280039	University of New Haven
		PRINCIPLES OF ENGINEERING	81802	1280039	University of New Haven
		Principles of Engineering	81801	1280039	University of New Haven
		Calculus AB UCONN	21085	9470038	University of CT
		Calculus BC UCONN	21095	9470038	University of CT
		PHYS 1201: Physics I/UCONN	31395	9470038	University of CT
		PHYS 1202: Physics II/UCONN	31405	9470038	University of CT
		PHYS 1401: Physics w/Calculus I/UCONN	31375	9470038	University of CT
		PHYS 1402: Physics w/Calculus II/UCONN	31385	9470038	University of CT
		Civil Engineering & Architecture	81821	9990299	Rochester Institute of Technology
	Manufacturing	Introduction to Engineering	81551	1280039	University of New Haven
		PRINCIPLES OF ENGINEERING	81802	1280039	University of New Haven
		CAD and Solid Modeling			Tunxis Community College
	Architecture & Construction	Civil Engineering & Architecture	81821	9990299	Rochester Institute of Technology
	Creative Construction	PRINCIPLES OF ENGINEERING	81802	1280039	University of New Haven BAIMS ONLY

Fine Arts	Theater	THR 121 - Foundations Of Acting		SCSU	Coming Soon!
	Art 2D	Art		UCONN/ECSU	Coming Soon!
	Art 3D				
	Art Digital	Visual communication		SCSU	Coming Soon!
		Introduction to Digital Photography		SCSU	Coming Soon!
	Music-Vocal				
	Music-Instrumental				
	Music-Composition	MUSI: 1011: Fundamentals/ Ear Training 1 MUSIC: 1012 F/ET 2		UCONN ECE	

Humanities	Human Rights A	Introduction to Human Rights		UConn ECE	Coming soon!
		Introduction to Genocide Studies		UConn ECE	Coming soon!
		Peace and Conflict Studies		CCSC	Coming soon!
	Criminal Justice	Introduction to Criminal Justice		UNH	Coming soon!
	Journalism/Media	JRN 101 - The Media: Freedom And Power		SCSU	Coming soon!
		English 4/UCONN	11050	9470038	University of CT BE Only
		New Literacies: Digital Text and Tools for Learning		SCSU	Coming soon!
Science	Environmental Studies	Chemistry/UCONN	31076	9470038	University of CT
		Biology/UCONN		UCONN	Coming soon!
		Environmental Science/UCONN	31205	9470038	University of CT
Global Studies	Global Languages	Italian ECE			University of CT BC only
		Spanish ECE			University of CT BC only

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Media: Freedom and Power	ELA	11th/12th	.5
Course Description:			
<p>In this course, students will analyze how the media, including the internet, provide news and information to the public with an emphasis on the First amendment, media power, ethics, and taste. Students will explore how tensions surrounding the freedom of expression have played out in American history as well as the present day. In doing so, students will develop skills in written and oral communication.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> The Power of Free Expression in America: 2nd Edition 		<p>MEDIA LITERACY</p> <ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purpose. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulate using written, verbal & nonverbal skills, judge effectiveness of media & technology 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> English 1 & 2, recommendation from teacher 		<ul style="list-style-type: none"> Media Freedom and Power Equity Audit 	
Unit Links			
<p>Standard Matrix Unit 1: Beginnings Unit 2: Government and the First Amendment Unit 3: Society and the Press Unit 4: Internet and The Future</p>			

Unit 1: Beginnings

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 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 here for specific expectations.)
- CCSS.ELA-LITERACY.RI.11-12.2 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.
- CCSS.ELA-LITERACY.RI.11-12.3 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.
- CCSS.ELA-LITERACY.RI.11-12.7 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.
- 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.

Overview

Students will explore the historic roots of freedom of expression as granted by the First Amendment. Throughout this unit, students will read, write and develop verbal communication skills that allow for discourse covering the topics of religious freedom & free speech. An examination of good and evil will set the tone for students' grasp of the privileges of free speech. Further exploring these privileges and the structures that help them function or malfunction will lead students to learn how the marketplace of ideas, censorship, and neutrality influence freedom of expression in a democratic society. This unit will lay the groundwork for critical thought and opinion about freedom and protection of expression in the United States.

Essential Question(s):

- Where did freedom of expression come from?
- How has freedom of expression been used in American history?
- How does freedom of expression contribute to a functioning democracy?

Enduring Understanding(s):	
<ul style="list-style-type: none"> Ch. 1 - Debates about the freedom of expression started long before American Independence. With the invention of the printing press came various attempts to restrict the freedom of expression in print, as well as influential critiques of those limitations. Ch. 2 - The freedom of expression is grounded in historical arguments surrounding natural rights and the marketplace of ideas and in its benefits to society. Ch. 3 - Both the British and the American colonists supported freedom of expression in principle, but neither saw this freedom as absolute, and both often limited this freedom to suit their needs. Ch. 5 - The First Amendment provides five freedoms to Americans. Conflicts in interpretation of these freedoms has led the Supreme Court to apply five theories in cases aimed at interpreting the meaning of the First Amendment. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Video speech reciting the First Amendment Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Examination of the 1st Amendment continues in Unit 2 by exploring how freedoms are upheld or limited throughout U.S. history. Unit 4 examines how the 1st Amendment protects and influences regulations on telecommunication and broadcast media.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 6 classes, 2 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Guide: Fostering Civil Discourse: How Do We Talk About Issues That Matter?
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The freedom of speech protected by the First Amendment is unrestricted
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:

<ul style="list-style-type: none"> CHECKPOINT 3.1 Activate or supply background knowledge. 	<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge at the start of each new unit or lesson. Use advanced organizers (e.g., KWL methods, concept maps) Pre-teach critical knowledge needed for exploration of primary sources by through focused interactive lecture Bridge concepts with relevant analogies and metaphors, using prior related units to build connections Make explicit cross-curricular connections by leveraging prior knowledge from prior history courses
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Supporting Multilingual/English Learners

<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: With prompting and supports, I can identity a few key words and phrases in oral presentations and textbook readings, Level 2: With prompting and supports, I can identify the main topic in an oral presentation or textbook reading and retell a few details Level 3: With guidance and support, I can identify the central idea in oral presentations and written texts and explain how examples develop that central idea Level 4: I can determine two central ideas in oral presentations and written texts and explain how multiple details develop those ideas Level 5 I can use a wide range of strategies to determine the central idea of oral presentations and written texts and explain how specific details develop those ideas.
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Unit 1:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Intro	<ul style="list-style-type: none">I can describe the content of the course, policies described in the syllabus, and demonstrate my prior knowledge through a pretest of course material		
2	Ch. 1, pp. 3-8	<ul style="list-style-type: none">I can describe early attempts to limit the freedom of expression in printed works.Evaluate Milton's arguments for the freedom of expression in his historical and modern contexts.	Regulate	John Milton Caxton's Press, 1476 Aeropagatia, 1644 Bonding Taxation Licensing
3	Ch. 2, pp 9-14	<ul style="list-style-type: none">I can explain the relationship between the freedom of expression, natural rights, and the marketplace of ideas.I can explain the ways freedom of expression benefits society as a whole.	Prudent Dissent Deprive	Natural Rights Marketplace of Ideas John Locke, 1690 John Milton, 1644 John Stuart Mill, 1859 Safety Valve Self Governance
4	Ch. 3, pp. 15-18	<ul style="list-style-type: none">I can compare British and American approaches to the freedom of expression in the American Colonies.		Trial of John Zenger Community Censorship Seditious Libel Truth as a defense
5	Ch. 5, pp. 33-35	<ul style="list-style-type: none">I can identify the five freedoms of the First Amendment and conflicts that arise when interpreting them.I can explain how various theories have been applied to First Amendment cases in the courts.	Agnostic Atheist	First Amendment Evolutionism Creationism

Unit 2: Government and the First Amendment

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.W.11-12.7 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.
- CCSS.ELA-LITERACY.W.11-12.8 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.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.11-12.6 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 here for specific expectations.)
- CCSS.ELA-LITERACY.RI.11-12.2 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.
- CCSS.ELA-LITERACY.RI.11-12.3 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.
- CCSS.ELA-LITERACY.RI.11-12.7 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
- 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.

Overview

Students will examine what rights are guaranteed by the First Amendment and how those rights have been challenged, protected and used throughout history. By developing an understanding of freedom of speech, freedom of press, freedom of petition, and freedom of assembly, students will compare current instances of each with historical examples to determine how First Amendment rights have been upheld or limited throughout U.S. history. Finally, students will examine how times of conflict provide the greatest tests of First Amendment rights.

Essential Question(s):	
<ul style="list-style-type: none"> • What rights are guaranteed by the first Amendment? • How have those rights been challenged, protected, and used throughout history? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Freedom of speech and freedom of the press are both protected by the first Amendment, but debates surrounding the extent of that freedom, and its restriction, have often arisen during times of conflict in American history and continue in the present day. Prior restraint is unconstitutional except in matters pertaining to security, libel, and hate speech • Freedom of assembly is protected by the first amendment, but has been threatened/challenged by the actions of both private citizens and the government. The degree to which this right is actually protected rests on the interpretation and enforcement of existing laws. • Americans exercise the right to petition, which is also protected by the first amendment, to influence both government policies and private business. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Speech: First Amendment Hero • Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Unit 1 begins with an examination of the 1st Amendment and freedom of expression • Unit 1 considers how freedom of expression contributes to a functioning democracy 	<ul style="list-style-type: none"> • Unit 3 bridges citizens rights under the 1st Amendment with the protections offered to journalists. • Unit 3 examines media ownership and the boundaries under which journalists operate
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 14 classes, 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students will conduct research using the SCSU library system 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The first amendment is limited to the freedom of speech • The right to free speech is absolute and unrestricted
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Differentiation through *Universal Design for Learning*

<p>UDL Indicator</p> <ul style="list-style-type: none"> • Build fluencies with graduated support for practice and performance 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.) by using recorded speeches from unit 1 as models for unit 2. • Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform). • Use scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software). • Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners) pertaining to students' speeches and research.
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Supporting Multilingual/English Learners

<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> • An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: With prompting and support, I can gather and label information from a few provided print and digital sources about a person who fought for first amendment rights • Level 2: With prompting and support, I can gather, record, and summarize information from a few provided print and digital sources about a person who fought for first amendment rights • Level 3: With guidance and supports, I can gather information from multiple provided print or digital sources and paraphrase key information in a short oral report. • Level 4: I can gather information from multiple sources about a person who fought for first amendment rights and integrate that information into an organized oral report. • Level 5: I can use search terms to find sources about a person who fought for first amendment rights, synthesize information from those sources into a clearly organized oral report
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Unit 2:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 6, pp. 39-42	<ul style="list-style-type: none">I can explain the Alien and Sedition Acts of 1798I can compare the interpretations of the First Amendment from loyalist and dissenter perspectives.	Loyalist Saboteur	Alien Act Sedition Acts Clement Valandigham
2	Ch. 6, pp. 43-53	<ul style="list-style-type: none">I can explain the arrests of public dissenters during war time and the First Amendment rights for which they argued.	Oratorical argument	14th Amendment Espionage Act Charles Schenck
3	Ch. 6, pp. 53-61	<ul style="list-style-type: none">I can examine the Patriot Act and the USA Freedom Act in light of the First Amendment.	Terrorist	Patriot Act Freedom Act
4		<ul style="list-style-type: none">I can use the SCSU library system to find and evaluate sources pertaining to First Amendment heroes.		
5		<ul style="list-style-type: none">I can clearly and concisely present my research findings regarding a First Amendment Hero.		
6	Ch. 7, pp. 63-72	<ul style="list-style-type: none">I can evaluate historical restrictions on the freedom of the press during times of war.	Provision Abridging Treasonable	The Sedition Act 1798 Prior Restraint
7	Ch. 7, pp 72-79	<ul style="list-style-type: none">I can explain limitations on prior restraint established by Near v. Minnesota and how they have been applied over time.		Disloyalty Harrisburg Telegraph George Seldes The Pentagon Papers Near v. <i>Minnesota</i>

8	Ch. 8, pp. 81-89	<ul style="list-style-type: none"> I can examine the application of prior restraint in examples of national security, fair trial rights, and obscenity. 		<i>Roth v. United States</i>
9	Ch. 8, pp. 91-99	<ul style="list-style-type: none"> I can examine the application of prior restraint in examples of libel, invasion of privacy and speech that incites violence. 		
10	Ch. 9, pp. 91-99	<ul style="list-style-type: none"> I can explain the right to peaceable assembly and how it is threatened by citizen-driven opposition. 	Abolitionist	Civil Rights Protests Vietnam War Protests
11	Ch. 9, pp. 91-99	<ul style="list-style-type: none"> I can examine the government's attempts to control assembly including the four-part test for laws. 	Suffragist	
12	Ch. 10, 103-105	<ul style="list-style-type: none"> I can explain the right to petition and compare various case studies where that right has been exercised. 	Petition	Magna Carta Gag rule

Unit 3: Society and the Press

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 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 here for specific expectations.)
- CCSS.ELA-LITERACY.W.11-12.7 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.
- CCSS.ELA-LITERACY.W.11-12.8 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.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.W.11-12.2 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.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.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.
- CCSS.ELA-LITERACY.W.11-12.2.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).

Overview

In this unit, students study the relationship between the media and society. They begin by considering various paths a news story can take and the decisions journalists make when deciding what is newsworthy. Students then compare the efforts and obligations of professional journalists to less traditional sources of news. From there, students consider the ethical obligations that journalists and members of the media owe the public, before studying who owns the media and how business practices might influence journalistic practices. Through reading, writing, and speeches students will build on knowledge of prior units and improve the quality of the discourse that informs their argumentative writing.

Essential Question(s):	
<ul style="list-style-type: none"> • What counts as news, and who decides? • What constitutes news and what are the responsibilities inherent in legitimate reporting of the news? • Who is responsible for how a story is played in print or broadcast? • Who owns American media and what are the implications? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Chp 11: While there are various paths and reporting norms the news can take depending on the immediacy of the story, what constitutes news remains constant as something that impacts the community of the person reporting the story. • Chp 12: Legitimate journalists and news agencies place a high value on not putting out false or misleading information as well as making information consumable from the vast research and data they use to create the stories; this level of rigor differs vastly from what is expected from other less traditional sources like citizen reporters/bloggers/etc. • Chp 13: Credibility is the crux of any discussion of journalistic ethics because without credibility journalism doesn't exist; journalistic integrity is upheld both through the ethics and codes, as well as the First Amendment itself, but these guidelines are open to competing interpretations. • Ch. 16: The connection between ownership of a news source and the stories that source produces is one that has implications for American Democracy as the vast majority of media power is concentrated into very few hands. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Speech: Overview of Case Study • Written Analysis: Full Case Study including all research • Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Unit 1 invites an initial understanding of the 1st Amendment and freedom of expression which prepares students to grasp the rights afforded to journalists as discussed in Unit 3. • Unit 2 examines how 1st Amendment rights are upheld and limited today and throughout history. This shapes the protections placed on journalists and the code of ethics journalists operate under as explored in Unit 3. 	<ul style="list-style-type: none"> • Journalism and news evolves with the advent of the internet, as discussed in Unit 4. • Today's far more complex media landscape still operates within the basic regulatory structure originally created in the U.S. Unit 4 examines the questions, challenges, opportunities inherent to today's media landscape.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 13 classes, 5 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students will conduct research using the SCSU library system 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • That journalists are strictly governed by laws, rather than codes of ethics or the policing by their peers • That there is clear and consistent consensus about how journalistic ethics are interpreted and applied
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.4 Maximize transfer and generalization 	Teacher Actions: <ul style="list-style-type: none"> • Provide scaffolds that connect new information/texts to prior knowledge and case studies encountered over the course of the year • Embed new ideas/texts in familiar ideas and contexts studied throughout the year, such as journalistic ethics in a time of war • Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course • Offer opportunities over time to revisit key ideas and linkages between chapters and units
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • An EL can ... create clear and coherent grade-appropriate speech and text 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can communicate basic information about a case study using a narrow range of vocabulary and simple sentences • Level 2: With prompting and supports, I can introduce a case study and explain a brief series of events related to society and the press • Level 3: With guidance and supports, I can introduce a case study about society and the press, explain key events and develop those events with facts and details • Level 4: I can introduce and develop a case study related to society and the press by explaining and analyzing a detailed series of events, using

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| | <p>a variety of transitions to link sections of the text</p> <ul style="list-style-type: none">● Level 5: I can introduce and effectively develop a case study related to society and the press by explaining and analyzing a coherent and detailed series of events, using a variety of transitions to link sections of the text |
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Unit 3:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 11, pp 109-113	I can compare different means of judging what is newsworthy. I can describe the decision making process that determines what is newsworthy.	Prominence Proximity Magnitude	News values Tabloid Wire Service
2	Ch. 11, pp 113-116	I can compare and contrast spot news and feature news, including the norms and process that guide each type of story.	Editor	Spot News Feature News Norms
3	Ch. 12, pp 117-121	I can describe, explain, and evaluate recent trends in the perception of journalists.	Skepticism	Bias Insensitivity Fake News
4	Ch. 12, pp 121-123	I can compare the demands placed on professional journalists to those placed on citizen reporters.	Objectivity Fairness	Citizen Reporter
5	Ch. 13, pp. 125-127	I can describe various forces that hold journalists to high ethical standards, as well as potential ethical conflicts and violations.	Regulate	Credibility Self Regulation Watchdog Advertising Revenue
6	Ch. 13, pp. 128-129	I can use the SPJ code of Ethics to evaluate ethical conflicts in common and current journalistic scenarios.		SPJ Code of Ethics
7	Ch. 16, pp. 151-156	I can describe and evaluate changes to the business practices of major media companies since the 1970's.	Conglomerate Consolidate Homogenization	Profit margins Monopoly
8		I can compare and contrast the organizational structures of print and broadcast news companies.	Fragmentation	Status Quo

9/10		<ul style="list-style-type: none">I can use the SCSU library system to find and evaluate sources pertaining to case studies related to Journalistic credibility and ethics.		
11		<ul style="list-style-type: none">I can clearly and concisely present my research findings on a case study regarding journalistic credibility and ethics.		

Unit 4: Internet and The Future

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 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 here for specific expectations.)
- CCSS.ELA-LITERACY.W.11-12.7 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.
- CCSS.ELA-LITERACY.W.11-12.8 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.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.RI.11-12.2 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.
- CCSS.ELA-LITERACY.RI.11-12.3 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.
- CCSS.ELA-LITERACY.RI.11-12.7 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.
- 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.

Overview

There have been countless advances in our ability to communicate with those whom we are not physically present since the creation of the FCC in 1934. The main form of telecommunication at that time was print. It then advanced to include broadcast media. These two forms are regulated differently due to the First Amendment and other considerations. Today's far more complex media landscape still operates within the basic regulatory structure created back then. Obviously this creates issues and challenges as the lines between print and broadcast are less clear within technology like the internet than they were previously. This also opens up vast opportunities for journalists as now almost everyone has the ability to record news which creates a vast amount of source material from which to draw stories from but also complicates source verification. The emergence of things like AI create even more questions. The reality is there will be far more questions than answers for the near future but these questions are worth careful consideration as they are vital to our lives as people and to our American Democracy.

Essential Question(s):	
<ul style="list-style-type: none"> • Has technology changed the media landscape for the better? • How can the government regulate emerging technologies in the media landscape? • How can we balance media access necessary for a functioning democracy with individual rights? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Ch 14: The FCC, the organization responsible for regulating public telecommunications, was established by the 1934 Communication Act; the changing media landscape has complicated its roles and responsibilities due to shifts in regulation within existing law based on how newer media like the internet are classified (print vs. broadcast). • Ch 15: The media and politics have been and will forever be deeply interconnected. The media provides a vital platform for politicians to reach the public. Social media has circumnavigated the gatekeeping of traditional media outlets, providing more direct access, which poses unique opportunities as well as significant challenges. • Ch 17: The internet created a wide variety of opportunities for individuals as well as journalists. It also poses regulatory challenges for the government and provides a daunting amount of source material that can sometimes both help and hinder journalists seeking to discover the truth. • Ch 18: Evolving technologies present many new possibilities for publishing stories, but questions surrounding ethical use of these technologies prompts many First Amendment challenges meant to balance the possibilities of these technologies with individual rights. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Final Speech Posted to Classroom: Is the First Amendment enough? • Final Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Units 1 & 2 lay the groundwork for understanding how the 1st Amendment protects free speech for citizens and journalists, alike. • Unit 3 examines the ethics and boundaries under which journalists operate and gives students an appreciation of media ownership and how to trust and validate news sources. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 10 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Students will conduct research using the SCSU library system 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Regulating journalism is simple, with clear boundaries and rules Media is inherently biased and untrustworthy, and/or inherently objective and apolitical Technology has caused/solved issues pertaining to journalism, credibility, and bias
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> Build fluencies with graduated support for practice and performance 	Teacher Actions: <ul style="list-style-type: none"> Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.). Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform). Use scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software). Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners). Use multiple examples of novel solutions to authentic problems.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	Learning Targets: <ul style="list-style-type: none"> Level 1: I can actively listen to others and respond verbally/nonverbally to simple yes/no questions about the internet Level 2: I can actively listen to others and respond verbally to simple questions and wh- questions about the internet. Level 3: I can use domain specific vocabulary to build off the ideas of others in conversations about the internet's impact on media Level 4: I can build off the ideas of others and in conversations about the internet's impact on the media, using domain specific vocabulary and specific and relevant evidence Level 5: I can participate in extended discussions regarding the internet's impact on the media, rights, using academic vocabulary to build off the ideas of others and probe reasoning and claims

Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 15, pp. 149-153	I can explain how the media has impacted the political process throughout American history.		Role of Television Political polls
2	Ch. 15, pp. 154-158	I can explain how changes to the media have impacted the presidential campaigns since 2008.		2008 Campaign 2012 Campaign 2016 Campaign Citizens United v. FEC
3	Ch. 14, pp. 140-147	I can explain the role of the federal government in regulating public telecommunications, including political campaigns and cases of obscenity or indecency.	Obscene Indecent	1934 Comm. Act The FCC
4	Ch. 17, pp. 161-166	I can evaluate the opportunities and challenges the internet poses for journalists, citizens, and government regulators.		Comm. Decency Act Net Neutrality User Submitted Content
5	Ch. 18, pp. 169-173	I can evaluate the opportunities and challenges the Artificial Intelligence poses for journalists, citizens, and government regulators.		Big Data Arkansas v. Bates Doxing
6/7		I can use the SCSU library system to find and evaluate sources pertaining to a case study focused on technology and journalism.		

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Human Rights ECE	Social Studies	11th/12th	.5
Course Description:			
<p>In this course, students will study the history of human rights and the creation of international human rights law. Students will learn about how human rights have evolved throughout time and across different cultures, and explore specific, current human rights issues. By the end of the semester, students will have developed an understanding of human rights as international law and as a movement formed around a set of values shared by individuals and communities across the globe. They will have grappled with critiques and responses to the human rights framework and have learned about strategies used to secure human rights for all people.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> None 		<p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs. Listen with an open mind to understand others' situations. Understand the concept of community as a means for supporting others in need. <p>CIVIC LITERACY</p> <ul style="list-style-type: none"> Participate effectively in civic life through knowing how to stay informed and understanding governmental processes. Exercise the rights and obligations of citizenship at local state, national and global levels Understand the local and global implications of civic decisions. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> World History/AP Human Geography Modern American History 		<ul style="list-style-type: none"> Human Rights ECE - Equity Audit 	
Unit Links			

[Standard Matrix](#)

[Unit 1: History and Frameworks](#)

[Unit 2: Examples in Practice](#)

[Unit 3: Global Issues](#)

[Unit 4: Critiques and Advocacy](#)

Unit 1: History and Frameworks

Overview

Relevant Standards: **Bold** indicates priority

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- **MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).**
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- RH.11-12.1 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.
- RH.11-12.2 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.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 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).
- RH.11-12.5 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.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 1, students will discover the historical record of human rights from its earliest codification in law and practice, to its evolution in the writings of philosophers and the implementation of new forms of government and political protections. The unit will focus on the agreements among the international community with regard to which rights should be universally protected and how those rights should be defined. Students will also learn about entities that exist to expose human rights violations, support those whose rights are being violated, and prosecute individuals who violate the rights of others.

Essential Question(s):

- EQ1 - How have ideas regarding human rights developed over time?
- EQ2 - How are human rights currently defined and protected?

Enduring Understanding(s):

- EQ1 - Various codes of law and philosophical thoughts of human rights have existed since ancient times, but modern understandings of fundamental human rights were first developed during the Enlightenment. Countries have at times agreed to establish specific standards of behavior, such as the rights of combatants and other rules of warfare. In the mid-20th century, catastrophic world events such as the Holocaust during WWII spurred the international community to codify basic universal human rights through the purview of the newly created United Nations. Since then, additional updates have been made based upon global developments.
- EQ2 - While each country has sovereignty over its own affairs, the United Nations has developed a Universal Declaration of Human Rights, and established a number of UN-backed entities to investigate and address a variety of human rights issues where they are happening. The International Criminal Court is an independent organization that can indict major violators of human rights, but not every country has ratified the treaty and thus its reach and effectiveness is limited. Several other independent NGOs also exist and work to expose human rights violations when and where they happen, but again their reach and effectiveness is limited since they can only encourage nations to take action.

Demonstration of Learning:

- Students will write a reflection paper determining if a human right should be added or removed from the Universal Declaration of Human Rights.
- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.

Connections to Prior Units:

- Students will have previously applied the Universal Declaration of Human Rights to their reading of Esperanza Rising in 5th Grade ELA.
- In 9th grade World History students will have discussed the rise of

Connections to Future Units:

- Students will be provided with a basic understanding on the definition of human rights and how human rights advocacy has changed after the creation of the United Nations in response to WW2. Students will draw upon this knowledge to examine case studies and particular issues in

totalitarian regimes in Europe who increased anti-semitic beliefs leading to the holocaust.	future units.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 10 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Basic human rights have always been recognized and protected throughout history. • If an individual or group violates human rights, they will be brought to justice.
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • CONSIDERATION 7.4 Address biases, threats, and distractions 	Teacher Actions: <ul style="list-style-type: none"> • Create an accepting and supportive learning culture by: <ul style="list-style-type: none"> ◦ Exploring how educator and learner biases can impact the learning environment ◦ Creating space and ways for learners to share the biases, threats, and distractions they may be experiencing ◦ Nurturing a culture where mistakes are a part of the learning process • Vary the social demands required for learning or performance, the perceived level of support and protection, and the requirements for public display and evaluation.
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can identify a few key words and phrases in oral presentations and textbook readings,

and viewing.

- Level 2: With prompting and supports, I can identify the main topic in an oral presentation or textbook reading and retell a few details
- Level 3: With guidance and support, I can identify the central idea in oral presentations and written texts and explain how examples develop that central idea
- Level 4: I can determine two central ideas in oral presentations and written texts and explain how multiple details develop those ideas
- Level 5 I can use a wide range of strategies to determine the central idea of oral presentations and written texts and explain how specific details develop those ideas.

Unit 1:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ1		I can explain the idea of human rights has evolved over time.		Hammurabi's Code Enlightenment Declaration of Independence
2-EQ1	<i>Universal Declaration of Human Rights</i>	I can explain the impetus behind, and the process of, the creation of the UDHR.		WWII Holocaust United Nations UDHR
3- EQ 1	<i>UN Sustainable Goals</i>	I can identify which UNSDG are pertinent to human rights and to what extent these goals are being met.	Sustainable	UN Sustainability Goals
4- EQ1	<i>The Case Against Human Rights</i>	I can evaluate the effectiveness and practicality of contemporary human rights agreements.		
5-EQ 2	<i>The International Covenant on Civil and Political rights</i> <i>International Covenant on Economic Social and Cultural Rights</i>	I can explain the impetus behind, and the process of, the creation of the International covenants following the UDHR.	Covenant	
6-EQ 2	<i>Universal Human Rights Index</i>	I can utilize the Universal Human Rights Index to evaluate a country's human rights record.		Human Rights Index
7-EQ 2	<i>Universal Declaration of Human Rights</i>	I can justify adding a human right to the UDHR or I can justify taking away a human right from the UDHR		

Unit 2: Examples in Practice

Overview

Relevant Standards: Bold indicates priority

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- **MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- RH.11-12.1 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.
- RH.11-12.2 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.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 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).
- RH.11-12.5 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.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 2, students will study specific real-life examples of human rights around the world. Students will begin the unit with the development of non-government organizations developed to implement human rights on the ground and whether or not those groups have achieved their goals. Students will then explore the connection between human rights and civil rights in both the United States of America and in the struggle against apartheid in South Africa. Finally, students will examine the progress of human rights in specific groups of people.

Essential Question(s):

1. To what extent have human rights been achieved throughout the world?
 - a. How has human rights education improved living conditions around the world?
 - b. How did the civil rights struggle in the United States and South Africa contribute to human rights in these countries?
 - c. Has the Declaration of Human Rights been successful in practice for Indigenous peoples?

Enduring Understanding(s):

- EQ 1 - Human Rights education has increased throughout the world, improving living conditions for many. Despite arguments that human rights are in jeopardy, genocide and violence against civilians have decreased in recent years. Access to healthcare and education has increased, bettering the lives of civilians throughout the world.
- EQ 2 - Segregation and discrimination in both the United States and South Africa lead to inadequate access to opportunities including healthcare, education, housing, and employment opportunities. These struggles go beyond just a movement for civil rights, but can be interpreted as part of a larger struggle for human rights in a world where discrimination and lack of opportunity still exist.
- EQ3 - In 2007, the United Nations adopted the UN Declaration of Rights on the Indigenous Peoples. While some rights have improved for indigenous people around the world, indigenous groups still largely lack autonomy, and still struggle with economic dependency and structural discrimination.

Demonstration of Learning:

- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.
- Students will write a reflection paper comparing and contrasting the connections between civil rights and human rights in South Africa and America

Connections to Prior Units:

- In World History, students will have learned about human rights violations in South Africa during Apartheid.
- In Modern American History, students will have studied the Civil Rights movement and the discrimination of people of color in America.
- In Unit 1 of this course, students will have examined the UDHR and the history of it's creation before applying those concepts and definitions

Connections to Future Units:

- This unit will provide specific examples of human rights issues and lay the foundation for future units on present day issues and advocacy work.

to case studies in this unit.	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 11 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Since segregation/apartheid is illegal, racial equality/human rights for all has been achieved. • Civil rights and human rights are synonymous.
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • Consideration 2.1 Clarify vocabulary, symbols, and language structures 	Teacher Actions: <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Highlight how complex terms, expressions, or equations are composed of simpler words or symbols. • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, or translations). • Embed support for unfamiliar references within the text (e.g., domain-specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect).
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • An EL can . . . create clear and coherent grade-appropriate speech and text 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can communicate basic information about a human rights case study using a narrow range of vocabulary and simple sentences

- Level 2: With prompting and supports, I can introduce a case study and explain a brief series of events related to human rights in the United States or South Africa
- Level 3: With guidance and supports, I can introduce a human rights case study, explain key events and develop those events with facts and details
- Level 4: I can introduce and develop a case study related to human rights by explaining and analyzing a detailed series of events in the United States or South Africa, using a variety of transitions to link sections of the text
- Level 5: I can introduce and effectively develop a case study related to human rights by explaining and analyzing a coherent and detailed series of events related to human rights in the United States or South Africa, using a variety of transitions to link sections of the text

Unit 2: Examples in Practice

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ 1	Sikkink, K. (2017). Evidence for hope: making human rights work in the 21st century (Vol. 28). Princeton University Press. Chapter 5	I can determine the efficacy of human rights NGO's	Non government organization	
2- EQ 2	Ackerman, P., & DuVall, J. (2001). A force more powerful: A century of non-violent conflict. Palgrave Macmillan.	I can explain how non-violent action secured human rights in South Africa		Apartheid Non-Violence
3-EQ 2	Eyes off the prize: The United Nations and the African American struggle for human rights, 1944- 1955. Cambridge University Press. Introduction and Chapter 1, Tometi, O., & Lenoir, G. (2015). Black lives matter is not a civil rights movement. Time Magazine, 10.	I can compare/contrast movements for civil rights and human rights in America.		Segregation
4-EQ 2	Ramirez, F. O., Suárez, D., & Meyer, J. W. (2007). The worldwide rise of human rights education. In School knowledge in comparative and historical perspective (pp. 35-52).	I can analyze the expansion of human rights education within the United States and around the world.	Global Society	
5- EQ 1	Springer, Dordrecht. Tibbitts, F. L. (2017). Revisiting 'Emerging Models of Human Rights Education'. International	I can analyze the efficacy of human rights education in the United States	Pedagogy	Globalization

	Journal of Human Rights Education, 1(1), 2. Sirota, S. (2017). The inconsistent past and uncertain future of human rights education in the United States. Prospects, 47(1-2), 101-117.			
8- EQ 2	African Charter on Human and People's Rights The United Nations Declaration on the Rights of Indigenous Peoples Engle, K. (2011). A Guide to the African Charter on Human and Peoples' Rights	I can examine the efficacy of the African Charter on Human and People's Rights	Exploitation	Colonialism Slavery
9-EQ 3	On fragile architecture: The UN Declaration on the Rights of Indigenous Peoples in the context of human rights. European Journal of International Law, 22(1), 141-163.	I can examine the efficacy of the UN Declaration on the Rights of Indigenous People	Indigenous	
10		I can compare/contrast human rights during the American civil rights movement and apartheid in South Africa		

Unit 3: Global Issues

Overview

Relevant Standards: **Bold indicates priority**

- MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).
- **MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- **MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).**
- **MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).**
- RH.11-12.1 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.
- RH.11-12.2 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.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 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).
- RH.11-12.5 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.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 3, students will examine a variety of issues through the lens of human rights, including national security, gender, migration, and genocide. Students will examine the United States response to 9/11 as a case study in the complicated balance between the need for a robust national security apparatus and the obligations to adhere to universal human rights that have been codified in various international agreements as well as national laws. Additionally, students will explore the experiences of women and LGBTQ+ people in relation to the protections afforded on an international level. Similarly, students will study the causes of migration for refugees and asylum seekers, and the response of the international community to address their specific needs. The unit concludes with an examination of historical and/or contemporary instances of genocide and ethnic cleansing, and the response of the international community.

Essential Question(s):

- EQ 1 - How can we balance the need for national security with Universal Human rights?
- EQ 2 - What should be done to protect the human rights of women and LGBTQ+ people?
- EQ 3 - What should be done to protect the human rights of refugees around the world?
- EQ 4 - What should be done to prevent genocide around the world?

Enduring Understanding(s):

- EQ 1 - The world-changing 9/11 terror attacks on the United States resulted in a sea change of policy and action with regard to how the United States would operate at home and abroad, resulting in questions regarding the constitutionality and international legality of these policies and actions.
- EQ 2 - Inequities in social, political, economic, and individual freedoms for women and young girls remain a significant issue in many parts of the world, in both developed and developing countries, but there are various steps that can be taken to address them.
- EQ 3 - Refugees, asylum seekers, and internally displaced persons and other migrants who flee their homes are protected by UN mandate and other independent NGOs, but political tensions and zones of active conflict oftentimes make it difficult to protect their rights and provide for their needs.
- EQ 4 - UN definitions for what specific actions constitute genocide and ethnic cleansing have been established and updated since 1951. The UN has also pledged to prevent and stop genocide and ethnic cleansing from happening, yet political and logistical obstacles often stand in the way.

Demonstration of Learning:

- Students will continue to submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.
- Students will research and present a case study of an issue that represents a potential violation of human rights. Students will include a description of the issue, a definition of the potential human rights violation being discussed, and a recommendation on action steps that could be taken to resolve the issue given the complexities/challenges that exist.

Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have previously read about the experiences of Refugees in elementary and middle school ELA, reading <i>The Stars are Scattered</i> (4th) and <i>Refugee</i> (6th). Students will have also previously learned about how national security concerns impacted civil liberties in Modern American History, examining the Espionage/Sedition Acts after WWI, Japanese internment during WWII, and the Red Scare. 	<ul style="list-style-type: none"> This unit will provide students with concrete examples of current day human rights issues, setting the stage for the future unit on modern day advocacy.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 10 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Intervening to prevent or stop genocide or ethnic cleansing is a simple choice. Migrants are no different than, or universally aligned with refugees and asylum seekers
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	Teacher Actions: <ul style="list-style-type: none"> Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. Provide tasks that allow for active participation, exploration, and experimentation. Invite personal response, evaluation, and self-reflection to content and activities. Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways.

Supporting Multilingual/English Learners

Related *CELP standards:*

- An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can actively listen to others and respond verbally/nonverbally to simple yes/no questions about the human rights issues
- Level 2: I can actively listen to others and respond verbally to simple questions and wh- questions about human rights issues.
- Level 3: I can use domain specific vocabulary to build off the ideas of others in conversations about the human rights issues
- Level 4: I can build off the ideas of others and in conversations about human rights issues, using domain specific vocabulary and specific and relevant evidence
- Level 5: I can participate in extended discussions regarding the human rights issues, using academic vocabulary to build off the ideas of others and probe reasoning and claims

Unit 3:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ1	<i>Human Rights Watch: United States</i>	I can evaluate the balance between national security needs and the rights of individuals and groups.		
2-EQ 1	<i>Human Rights Watch: United States</i>	I can determine whether or not US actions and policies have violated human rights for the sake of national security.		
3-EQ 2	UNFPA: State of the World Population	I can determine how to best protect the rights of women and girls around the world.	Parity	Human Trafficking Gender-parity
4-EQ 2	GLSEN: The 2017 National School Climate Survey, pp. 11 to 51	I can evaluate the impact of LGBTQ+ hostility in educational settings and best practices for positive change.		GLESN
5-EQ 3	United Nations Fact Sheet No.20, Human Rights and Refugees	I can articulate the codified rights of refugees and those seeking asylum and the power of UN agencies and NGOs to address their needs.	Refugee Asylum	
6-EQ 3		I can identify historical or recent instances of refugee migration and evaluate the extent to which the rights of refugees are being addressed.		
7-EQ 4	The 1948 Genocide Convention: Raphael Lemkin's struggle for the 'law of the world'	I can articulate the international community's definition of genocide and ethnic cleansing, and its commitment to prevent and stop it.	Genocide	Holocaust
8-EQ 4	USHMM: Genocide Prevention Country Case Studies	I can evaluate the extent to which the international community has lived up to its commitments to prevent and stop genocide using historical or contemporary accounts.		

Unit 4: Critiques and Advocacy

Overview

Relevant Standards: **Bold indicates priority**

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- **MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).**
- RH.11-12.1 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.
- RH.11-12.2 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.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 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).
- RH.11-12.5 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.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview	
<p>In Unit 4, students will study critiques of the modern day human rights movement as well as advocacy work in the field. Students will begin the unit with a reading on the connection between the role western arguments on treatment of women in Afghanistan play in western involvement in the country. Students will evaluate changes in approach to modern day human rights education through a decolonization lens. Students will also explore ways that they can advocate for their own human rights and the rights of others.</p>	
Essential Question(s):	
<ul style="list-style-type: none"> • How universally accepted are universal human rights? • How can individuals advocate for human rights? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • EQ1- Although Western nations often consider the treatment of women in other nations to be a violation of human rights, women who are directly impacted sometimes disagree, and others argue that human rights violations serve as a pretext to justify Western foreign policy. Over time the approach to human rights advocacy has changed. Early approaches included changing the cultures of nations to more closely match those of western nations, while more modern approaches focus on the expansion of healthcare, education, and opportunity for oppressed people. • EQ2- Successful human rights work is dependent on several factors. It is important that solid research is completed prior to implementing the work. Campaigns are also more likely to be successful when they are working together with multiple groups and organizations. Leadership should also include members of impacted groups. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will continue to submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. • Students will attend a human rights event and create a reflection paper documenting their experience. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • After examining a variety of human rights frameworks, as well as issues and case studies around the world in prio units, students turn to critiques of those frameworks and consider how they themselves might take action or advocate for change. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 12 classes

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • That Human Rights Frameworks are self evident or are above/beyond critique
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways 	Teacher Actions: <ul style="list-style-type: none"> • Incorporate a range of authors with various identities, including (but not limited to) gender, race, different abilities, nationality, and socio-economic background. • Recognize the range of people, cultures, and histories that contribute to current understanding. • Attend to the ways in which people and cultures are being portrayed. • Challenge stereotypical or harmful portrayals of people and cultures. • Seek authentic, complex portrayals of people, cultures, histories, and world views. • Facilitate listening to diverse perspectives..
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • An EL can . . . analyze and critique the arguments of others orally and in writing. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can identify a critique an author makes regarding human rights • Level 2: With prompting and supports, I can identify the main critique an author makes, regarding human rights as well as one reason an author gives to support the argument • Level 3: With guidance and supports, I can explain the reasons an author gives to support a claim about human rights, and distinguish between claims that are supported by evidence from those that are not • Level 4: I can analyze and evaluate the reasoning an author gives to

support a claim about human rights and determine whether the evidence is sufficient to support the claim

- Level 5: I can analyze and evaluate the reasoning an author gives to support a claim about human rights and determine whether the evidence is sufficient to support the claim

Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ 1	<i>Do Muslim women need saving?.</i> <i>Harvard University Press. Ch. 1.</i>	I can evaluate American perspectives on the rights of women in the Islamic world.		Authoritarianism
2-EQ 1	<i>Savages, victims, and saviors:</i> <i>The metaphor of human rights</i>	I can evaluate and respond to Mutua's critique of the human rights project.		Imperialism Eurocentrism
3-EQ 1	Hopgood, Stephen. <i>The Endtimes of Human Rights.</i>	I can describe and evaluate changing views on human rights work.		
4- EQ 1	<i>Toward a Decolonizing Approach in Human Rights Education: Pedagogical Openings and Curricular Possibilities.</i>	I can compare and evaluate critique of human rights education.		Postcolonial Eurocentric
5-EQ 1	<i>A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights. Epilogue.</i>	I can determine the scope of human rights in America after 9/11		
6- EQ 2	<i>The International Human Rights Movement: a history chapter 12</i>	I can determine the scope of human rights in America after 9/11		
7-EQ 2	<u>Six Elements of an Advocacy Strategy by Jo Becker</u>	I can examine ways to successfully advocate for human rights		
8-EQ 2	<i>Leadership Conference on Civil and Human Rights and The Leadership Conference Education Fund</i>	I can examine ways to successfully advocate for human rights		

9-EQ 2		I can describe my experience at a human rights event and make connections to the UDHR and other topics throughout the course.		
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Holocaust and Human Behavior	Social Studies	10th-12th	.5
Course Description:			
<p>In this course, students examine common human behaviors, beliefs, and attitudes they can readily observe in their own lives before turning to the Holocaust as a case study to analyze patterns in human behavior and the choices individuals have made in the past - to participate, stand by, or stand up - in the face of injustice. Students will explore readings, primary source material, and short documentary films to examine the challenging history of the Holocaust and prompt reflection on our world today.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> Holocaust and Human Behavior (PDF) 		EMPATHY <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs CIVIC LITERACY <ul style="list-style-type: none"> Understand the local and global implications of civic decisions CRITICAL THINKING AND PROBLEM SOLVING <ul style="list-style-type: none"> Reason effectively. Use systems thinking Make sound judgements and decisions. Identify, define and solve authentic problems and essential questions. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> Holocaust and Human Behavior Equity Audit 	
Unit Links			
<p> Standard Matrix Unit 1: Identity and Belonging Unit 2: The Fragility of Democracy After World War I Unit 3: Voices of Holocaust Victims and Survivors Unit 4: The Range of Human Behavior Unit 5: Justice, Judgment, and Legacy </p>			

Unit 1: Identity and Belonging

Overview

Relevant Standards: Bold indicates priority

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.15.a. - Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement)
- MW.His.4.c. - Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).
- MW.Inq.1.a. - Explain how a question reflects an enduring issue in Modern World History.
- MW.Inq.1.b. - Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- MW.Inq.1.c. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Overview

In this unit, students delve into the social and cultural factors that shape a person's identity by considering various aspects of their own identity before defining and discussing the concept of stereotypes, examining the human tendency to categorize people and things. They then learn about the "universe of obligation," using this concept to analyze how societies determine who is deserving of respect and care. Students investigate the socially constructed meaning of race and its historical use to justify exclusion, inequality, and violence. Finally, they explore the history of discrimination against Jews, gaining an understanding of how anti-Judaism evolved into antisemitism in the nineteenth century. Through these lessons, students develop a deeper understanding of identity, inclusion, and historical injustices, laying the foundation for the case study that makes up the rest of the course.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What shapes my identity?
2. Where do my obligations to others end?

Enduring Understanding(s):

1. While each person's identity is a unique combination of overlapping characteristics, the natural and common human tendency to group the people and things into categories can give us incomplete and simplistic understandings of the identities of others.
2. A society's universe of obligation often changes, expanding or shrinking depending on circumstances such as peace and prosperity or war and economic depression. Racism and antisemitism have been used throughout history to place groups of people outside societies' universe of obligation and justify violence and exclusion.

Demonstration of Learning:

- Students will complete evidence logs answering: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?
- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.

Connections to Prior Units:	Connections to Future Units:
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| <ul style="list-style-type: none"> • In 9th grade World History students learn basic information about the holocaust and genocide. | <ul style="list-style-type: none"> • This unit provides background to students about identity and race. It will also lay the groundwork for how German society's view of race allowed the holocaust to occur. |
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Family Overview (link below)	Pacing for Unit
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| <ul style="list-style-type: none"> • Holocaust Family Overview U1 | <ul style="list-style-type: none"> • 7 lessons, 1 flex day |
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Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
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|---|---|
| <ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. | <ul style="list-style-type: none"> • Fostering Civil Discourse |
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Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
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|---|--|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Students may not have considered the range of factors that influence an individuals identity, seeing themselves or others through a single lens • Students may consider race to be a scientifically or biologically established |
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Differentiation through [Universal Design for Learning](#)

<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 8.3 Foster collaboration and community 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Use student identity charts to construct communities of learners by highlighting common interests or activities Create expectations for engagement throughout the course, including difficult conversations and sensitive material
<p>UDL Indicator</p> <ul style="list-style-type: none"> CONSIDERATION 7.4 Address biases, threats, and distractions 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Create an accepting and supportive learning culture by: <ul style="list-style-type: none"> Exploring how educator and learner biases can impact the learning environment Creating space and ways for learners to share the biases, threats, and distractions they may be experiencing Nurturing a culture where mistakes are a part of the learning process Vary the social demands required for learning or performance, the perceived level of support and protection, and the requirements for public display and evaluation.

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
 - Level 1: With prompting and supports, actively listen to others during discussions on identity and respond to simple yes/no questions and some wh- questions
 - Level 2: with prompting and supports, actively listen to others during short discussions on identity and respond to simple questions and wh questions
 - Level 3: with guidance and supports, participate in short discussions on identity by building on the ideas of others, expressing their own ideas, asking/answering questions, and adding relevant information
 - Level 4: participate in discussions on identity, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify ideas and conclusions.
 - Level 5: participate in discussions on identity, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe others' reasoning.

Unit 1: Identity and Belonging

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Introducing the Unit	<ul style="list-style-type: none"> I can develop a contract that establishes a safe and challenging learning environment in my classroom. 		
2	Exploring Identity	<ul style="list-style-type: none"> I can identify social and cultural factors that helped shape my identity. 	Identity Dilemma	Cultural Factors Social Factors
3	Stereotypes	<ul style="list-style-type: none"> I can explain why stereotypes are formed and how they give us an incomplete understanding of others. 	Assumption Prejudice Discrimination	Stereotypes Single Story
4	Universe of Obligation	<ul style="list-style-type: none"> I can explain society's "universe of obligation" and how that changes based on circumstances. 	Responsibility Membership	Universe of Obligation
5	Race	<ul style="list-style-type: none"> I can examine how race has been used to justify exclusion, inequality, and violence throughout history. 	Race Racism	Socially constructed
6	Roots of Antisemitism	<ul style="list-style-type: none"> I can explain the origins of antisemitism and its implications on Jewish people today. 	Marginalize	Antisemitism Anti-Judaism Aryan
7		<ul style="list-style-type: none"> I can collect evidence that I might use to write an argument in response to a compelling question. 		

Unit 2: The Fragility of Democracy

Overview

Relevant Standards: **Bold indicates priority**

- **MW.His.1.f.** - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- **MW.His.1.e.** - Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).
- **MW.His.15.a.** - Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement)
- **MW.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **MW.Inq.3.b.** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Overview

Students begin by exploring the impact of World War I, the armistice, and the Treaty of Versailles. They then analyze the politics, economics, and culture of Germany during the Weimar Republic, reflecting on democratic principles and the threats they faced at that time. Next, students examine the factors contributing to the rise of the Nazi Party in the 1920s and 1930s, including the Nazi ideology of a "national community" and the implementation of the Nuremberg Laws defining citizenship. They also study Nazi propaganda techniques and media influence on German society, as well as the experiences of individuals in Nazi Germany through firsthand accounts, exploring the choices individual citizens faced under the Nazi regime. Students conclude by reflecting on the erosion of democracy and the values necessary for its preservation.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. How did a democratic Germany transform into a dictatorship?

Enduring Understanding(s):	
<p>1. Democracy is fragile. Through a series of small steps, the Nazi government was able to dismantle democratic institutions, silence opposing viewpoints, and isolate particular groups. Although dissent during the Weimar Republic was possible, a variety of complex political, economic, and social factors in the wake of WWI caused many members of German society to go along with the Nazi regime, allowing Adolf Hitler to rise to power.</p>	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to write an initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • In the previous unit, students learned about how race and identity are formed and the role stereotypes can play in a society. 	<ul style="list-style-type: none"> • This unit will allow students to understand the social, political, and economic conditions in Germany after WWI created the conditions for the Holocaust and WWII, which they will examine in later units.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📄 Holocaust Family Overview U2 	<ul style="list-style-type: none"> • 11 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may oversimplify Germany's transition towards authoritarian government, holding Hitler or other individuals as solely responsible without considering the impact of larger political and economic forces. • Students may similarly fail to appreciate the role of individual

citizens, viewing them as either solely responsible or powerless victims.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.1 Activate or supply background knowledge.

Teacher Actions

- Anchor instruction by linking to and activating relevant prior knowledge (e.g. drawing on identity charts to explain choices in Weimar Germany)
- Pre-teach critical prerequisite concepts through demonstration or models
- Bridge concepts with relevant analogies and metaphors
- Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
 - Level 1: With prompting and supports, I can identify a few key people or events from a video on the Nazi rise to power.
 - Level 2: With prompting and supports, I can identify the Nazi rise to power as the main topic of a video and retell a few key people or events.
 - Level 3: With guidance and supports, I can determine a key belief of the Nazis and explain specific examples from a video on their rise to power.
 - Level 4: I can identify multiple key beliefs from a video on the Nazi Rise to power and explain specific examples
 - Level 5: I can identify multiple examples of Nazi beliefs and analyze how those beliefs impacted goals and choices, using specific examples to support the analysis.

Unit 2: The Fragility of Democracy

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Treaty of Versailles	<ul style="list-style-type: none"> I can explain how the Treaty of Versailles upset many Germans. 	Patriotism Nationalism Armistice	Treaty of Versailles
2/3	Weimar Republic	<ul style="list-style-type: none"> I can analyze the politics, economics, and culture of Germany during the Weimar Republic. 	Paramilitary Inflation Suffrage	Democracy Weimar Republic Reichstag Republic Chancellor
4	Rise of Nazi Party	<ul style="list-style-type: none"> I can examine how choices made by individuals and groups contributed to the rise of the Nazi Party in the 1920s and 1930s. 	Self-determination Revoke Surplus Alien	Nazi Party Platform Coup
5	Jewish Life Before WWII	<ul style="list-style-type: none"> I can describe Jewish life in Europe prior to World War 2. 	Secular Isolation	Judaism Shtetl
6	Dismantling Democracy	<ul style="list-style-type: none"> I can explain how Germany transformed into a dictatorship from 1933-1934. 	Fragile Dissent	Reichstag Fire Enabling Act of 1933 Pres. Von Hindenberg Adolf Hitler Book Burning Civil service
7	Do you take the oath?	<ul style="list-style-type: none"> I can analyze paths German citizens could take during the initial years of Nazi power. 	Oath Loyalty Allegiance Obedience	Führer

8	Laws and the National Community	<ul style="list-style-type: none"> I can examine how the Nuremberg laws impacted the Jewish community in Germany. 	Citizen	Nuremberg Laws Reich
9	The Power of Propaganda	<ul style="list-style-type: none"> I can analyze the ways that Nazi propaganda impacted German society. 	Persuade Coerce	Nazi Party Propaganda The Eternal Jew
10	Youth and the National Community	<ul style="list-style-type: none"> I can explain how Nazi's used German youth to spread racist ideologies throughout German society. 	Educate Indoctrinate	Hitler Youth
11		<ul style="list-style-type: none"> I can add to my evidence log I can use my evidence log to write an initial response to a compelling question. 		

Unit 3: Voices of Victims and Survivors

Overview

Relevant Standards: **Bold indicates priority**

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.9.a. - Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).
- MW.Civ.5.a. - Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).
- MW.Inq.3.a. - Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b. - Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c. - Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Overview

In this unit, students delve into the escalation of Nazi aggression, starting with the violent pogroms of Kristallnacht through a documentary and firsthand accounts. They explore the resulting refugee crisis, considering global responses to Jewish refugees and the responsibilities of governments. Next, students examine the Nazi ideology of "race and space," connecting it to Germany's expansion and the invasion of Poland, and analyzing its impact through eyewitness accounts. Finally, they confront the enormity of the Holocaust by studying its four phases and personal stories of those targeted by Nazi brutality. They also reflect on resistance and the preservation of human dignity amidst dehumanization. Through these lessons, students gain a comprehensive understanding of the Holocaust's progression, its global implications, and varied human responses to oppression.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. How did the Nazi campaign escalate into a genocide and a World War?
2. How did individuals, groups, and countries around the world respond to this escalation?

Enduring Understanding(s):	
<ol style="list-style-type: none"> 1. The Nazi ideology of “race and space” provided rationale for their instigation of World War II and their perpetration of genocide. These violent crimes had a devastating impact on those targeted by Nazi brutality, both inside Germany and across Europe. 2. During the escalation of Nazi aggression, people took on a variety of roles ranging from perpetrator, victim, upstander, and bystander, but many countries around the world ignored Jewish refugees. By examining first hand accounts, we can bear witness to the atrocities committed by the Nazis during the Holocaust, as well as the extraordinary efforts to preserve human dignity on the part of victims and survivors. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to add to and refine their initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates’ posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • In the previous unit, students will have studied how German democracy descended into dictatorship. This unit continues this historical narrative by tracing the escalation into WWII and the Holocaust. 	<ul style="list-style-type: none"> • Students will use this unit as background knowledge to help understand the experience of individuals during the Holocaust. • Students will more closely examine the choices of individuals who both participated in the holocaust and those who resisted, in the next unit.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • Holocaust Family Overview U3 	<ul style="list-style-type: none"> • 7 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Survivors and Witnesses: Video Testimony • Guidance on Preparing to Teach Survivor Testimony • Using Visual History Testimony in the Classroom
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have previously read Refugee in 6th grade, a work of 	<ul style="list-style-type: none"> • Students may potentially group individuals into simple, fixed

<p>historical fiction in which one protagonist and his family flee Nazi Germany on the St. Louis, but are ultimately refused entry to the United States.</p> <ul style="list-style-type: none"> • Students will have previously read <i>Night</i> in 8th grade, a memoir which recounts Eli Weisel’s firsthand experience of the Holocaust and helped earn him the Nobel Peace Prize for being a messenger “of peace, atonement and dignity.” 	<p>categories of victim and perpetrator, without fully realizing the range of potential responses or that individuals can move into and out of these roles depending on circumstances.</p> <ul style="list-style-type: none"> • Students may be unfamiliar with, or struggle to differentiate between ghettos, concentration camps, and killing centers.
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Differentiation through *Universal Design for Learning*

<p>UDL Indicator</p> <ul style="list-style-type: none"> • CHECKPOINT 3.3 Guide information processing and visualization 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Give explicit prompts for each step in a sequential process, such as interactive lecture or exploration of (multiple)primary sources • Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning • Provide multiple entry points to a lesson by tailoring Do Now activities to the students and learning target • “Chunk” information or text into smaller elements by planning pause points during interactive lecture and checks for understanding during exploration of primary sources. • Monitor student thinking during pause points in order to respond to to patterns, misconceptions, or common errors as effectively as possible
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Supporting Multilingual/English Learners

<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> • 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing. <ul style="list-style-type: none"> ○ Level 1: With prompting and supports, I can identify a point a classmate makes regarding the international response to the refugee crisis. ○ Level 2: With prompting and supports, I can identify the main argument an a classmate makes regarding the international response to the refugee crisis and identify one reason they give to support their argument ○ Level 3: With guidance and supports, I can explain the reasons a classmate gives to support an argument regarding the international response to the refugee crisis

- Level 4: I can determine whether the evidence is sufficient to support the claim a classmate makes regarding the international response to the refugee crisis, cite evidence to support my analysis
- Level 5: I can analyze the reasoning and evidence a classmate uses to to support an argument regarding the international response to the refugee crisis

Unit 3: Voices of Victims and Survivors

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1/2	Kristallnacht	<ul style="list-style-type: none"> I can describe a range of responses to Kristallnacht and make conclusions about how people respond in times of fear and crisis. 	Perpetrator Victim Bystander Upstander	Kristallnacht
3	Responding to a Refugee Crisis	<ul style="list-style-type: none"> I can evaluate the response various countries had to the Jewish refugee crisis the Holocaust caused. 	Quota	Evian Conference M.S. St Louis Visa
4	Race and Space	<ul style="list-style-type: none"> I can explain how Nazis used racial ideologies to justify their plans for expansion. 	Ideology Expel	"Race and Space"
5	Bearing Witness	<ul style="list-style-type: none"> I can explain the scope of mass murder carried out by the Nazi's. 	Dignity Resistance	Jewish ghettos Concentration camps, Killing centers Shoah Holocaust
6	EyeWitness Testimony	<ul style="list-style-type: none"> I can explore survivors' personal stories and consider their impact. 		
7		<ul style="list-style-type: none"> I can add to my evidence log I can add to and refine my writing in response to a compelling question. 		

Unit 4: The Range of Human Behavior

Overview

Relevant Standards: **Bold indicates priority**

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.9.a. - Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).
- MW.Inq.1.b. - Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Overview

In this unit, students deepen their examination of human behavior during the Holocaust by analyzing and discussing the range of choices available to individuals, groups, and nations. They learn about psychologist Stanley Milgram's experiments on obedience and the insights these offer into the motives of Nazi perpetrators. Students then explore the various forms of Jewish resistance to fascism, antisemitism, and Nazism. By examining the choices of Jewish partisans like Frank Blaichman, Vitka Kempner and Sonia Orban, students gain a deeper understanding of the complexities faced by young people during the German occupation of Poland and develop a nuanced perspective on the factors influencing human behavior and resistance during the Holocaust.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What choices did individuals make during the Holocaust, and what factors shaped their decisions?

Enduring Understanding(s):	
<p>1. Psychologists have found that many humans are willing to inflict pain on others when pressured by authority, and the range of choices available to individuals in the 1940s was not as wide as the range available in the decades before the outbreak of war. Despite these facts, many people chose to take action against the Nazis. Jewish resistance to the Nazis took many forms, ranging from bold acts of defiance and altruism to armed resistance, but sometimes raised its own set of moral and ethical questions.</p>	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to add to and refine their initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have previously considered how individuals and nations responded to Kristallnacht and the refugee crisis that followed. In this unit students focus explicitly on a range of responses by focusing on perpetrators and those who resisted. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📖 Holocaust Family Overview U4 	<ul style="list-style-type: none"> • 7 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may be accustomed to seeing Jews as victims and be less familiar with examples of armed resistance to Nazi aggression. • Students may see perpetrators as abnormally or universally evil, without having fully considered the range of factors that impacted choices and behavior.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships

Teacher Actions

- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships (such as choices organizers)
- Use multiple examples and non-examples to emphasize critical features of upstanders, bystanders, victims, and perpetrators.
- Highlight some of the dilemmas and choices they have analyzed in past lessons before examining the range of responses, such as the decision of the German worker to take the oath to Hitler, the choices young people made about joining the Nazi youth, and the range of responses to the violence of Kristallnacht

Supporting Multilingual/English Learners

Related *CELP standards:*

- 6-8.3 An EL can speak and write about grade-appropriate complex literary and informational texts and topics.
 - Level 1: With prompting and supports, I can communicate information about significant choices I have had to make using words and phrases acquired in conversations, reading, and being read to
 - Level 2: With prompting and supports, I can deliver short oral presentations about significant decisions I have made using academic and domain specific vocabulary and key details
 - Level 3: With guidance and supports, I can deliver short oral presentations about possible motivations and reasons for decision making in this time of crisis, using my own experience and some details from a source
 - Level 4: I can deliver oral presentations about possible motivations and reasons for decision making in this time of crisis, using academic vocabulary and some specific details from a particular person/event
 - Level 5: I can deliver oral presentations that fully explore possible motivations and reasons for decision making in this time of crisis, using academic vocabulary and details from multiple people/events

Unit 4: The Range of Human Behavior

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Range of Responses	<ul style="list-style-type: none"> I can explain the range of choices available to individuals, groups, and nations during the Holocaust. I can explore the possible motivations and reasons for decision making in this time of crisis. 	Perpetrator Victim Bystander Upstander	
2	The Milgram Experiment Reserve Battalion 101 A Matter of Obedience	<ul style="list-style-type: none"> I can explore the factors that may have influenced choices may by perpetrators during the Holocaust. 	Obedience	Police Battalion 101 Stanley Milgram
3	Understanding Resistance	<ul style="list-style-type: none"> I can explain the concept of resistance and the ways Jews resisted during the Holocaust. 	Resistance	Jewish Partisans
4	Frank Blaichman	<ul style="list-style-type: none"> I can evaluate the moral and ethical complexities of Frank Blaichman's resistance during the Holocaust. 		
5	Vitka Kempner	<ul style="list-style-type: none"> I can evaluate the moral and ethical complexities of Vitka Kempner's resistance during the Holocaust. 		
6	Sonia Orbuch	<ul style="list-style-type: none"> I can identify the different roles that Sonia Orbuch adopted as she resisted Nazi occupation. 		
7		<ul style="list-style-type: none"> I can add to my evidence log I can add to and refine my writing in response to a compelling question. 		

Unit 5: Justice, Judgment, and Legacy

Overview

Relevant Standards: **Bold indicates priority**

- MW.Civ.3.a - Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).
- MW.Civ.14.a - Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).
- MW.His.3.a - Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- MW.Inq.4.a - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.e - Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- MW.Inq.4.f - Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.

Overview

In this unit, students explore the Allied response to Nazi atrocities, grappling with the purpose of trials in addressing such profound historical injustices. They then examine Holocaust memorials and monuments, considering their impact on collective memory and historical understanding before designing their own memorial. Students also apply what they have learned to consider their own civic participation and identify strategies for effecting positive change in their own communities. Through these lessons, students gain insights into historical accountability, commemoration practices, and civic engagement, fostering a deeper understanding of the Holocaust's legacy and its relevance to contemporary issues.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?
2. How should the Holocaust be remembered today?

Enduring Understanding(s):	
<ol style="list-style-type: none"> 1. Although there was a clear need to achieve justice for the atrocities committed during the Holocaust and WWII, Allies encountered a variety of dilemmas and disagreements about what justice might look like and how it might be achieved. 2. Memorials and monuments are an important part of ensuring past atrocities never occur again, but artists and communities must make many difficult decisions about what aspects of a particular history are worth remembering and what parts are intentionally left out. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will create their own memorial of the Holocaust. • Students will add to the evidence logs and revise their prior written responses to complete a full essay in response to the compelling question: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today? 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit concludes the Facing History Sequence, building on the case study of the Holocaust to consider it's legacy, while also helping students consider how they might choose to participate as citizens. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📄 Holocaust Family Overview U5 	<ul style="list-style-type: none"> • 6 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not have considered the range challenges nations faced in attempting to provide justice in the aftermath of Genocide. • Students may not appreciate the range of choices artists and communities must make when trying to respectfully and appropriately commemorate an event as painful as the Holocaust.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.4 Maximize transfer and generalization

Teacher Actions

- Provide explicit, supported opportunities to generalize learning to new situations (e.g., the impact of individual choices in addressing social injustices or challenges)
- Offer opportunities over time to revisit key ideas and linkages between ideas (e.g., by returning to evidence logs and continually revisiting the compelling question)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.
 - Level 1: With prompting and supports, gather information from a few provided sources, labeling collected information with connections to the present day.
 - Level 2: With prompting and supports, gather information from a few provided sources, record some quoted evidence and summarize connections to the present day.
 - Level 3: With guidance and supports, gather information from multiple sources of their choosing, evaluate the reliability of each source, and paraphrase key information in a short written report.
 - Level 4: Gather and synthesize information from multiple primary sources, address multiple supporting questions, evaluate the reliability of each source, and integrate information into organized oral or written argument
 - Level 4: Gather and synthesize information from multiple primary sources to address multiple supporting questions, evaluate the reliability of each source, and integrate information into organized written argument in response to the compelling question for the course.

Unit 5: Justice, Judgment, and Legacy

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Justice and Judgement	<ul style="list-style-type: none"> I can describe the purpose, participants, and challenges of the Nuremberg trials. 	Justice Responsibility Legacy Conspiracy	Nuremberg Trials Tribunal
2	Justice and Judgement	<ul style="list-style-type: none"> I can connect the Nuremberg trials to universal dilemmas of justice faced by societies in the aftermath of mass violence and genocide. 		
3	How should we remember?	<ul style="list-style-type: none"> I can analyze several examples of Holocaust memorials and how their design sought to shape future generations' understanding of this history. 	Memorial Monument Commemoration	
4	How should we remember?	<ul style="list-style-type: none"> I can design a Holocaust memorial that appropriately commemorates the Holocaust. I can use what I have learned throughout the course to explain the choices I made when designing my memorial. 		
5	Choosing to Participate	<ul style="list-style-type: none"> I can explain how individuals strategically use organizations, institutions, and technologies to make social or political change. I can identify ways I can bring about positive change in their communities. 	Participation Strategy	"Levers of Power"
6		<ul style="list-style-type: none"> I can add to my evidence log I can revise and refine my prior written responses to write a final argument in response to a compelling question. 		

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
French ECE	World Language	12th	1
Course Description:			
<p>This course is an extension of the work in French 3, and the culmination of a student’s French language study in high school. Students continue to develop proficiency and integrate speaking, listening, reading, and writing skills using authentic materials and sources that address a wide variety of topics related to the French-speaking world. Using excerpts from French literature along with other selected cultural and historical readings, students are expected to write original compositions using vocabulary appropriate to the materials. Students have the opportunity to develop their proficiency in the use of the language with rigorous and active oral practice via dialogues, interviews, and round tables.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> None 		<p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understand other nations and cultures, including the use of non-English language <p>COMMUNICATION</p> <ul style="list-style-type: none"> Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Communicate effectively in diverse environments (including becoming multilingual) 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> French 3 		<ul style="list-style-type: none"> French ECE Equity Audit 	
Unit Links			
<p>Standard Matrix</p>			

[Unit 1: Les relations personnelles \(Personal Relationships\)](#)

[Overview:](#)

[Lesson Map](#)

[Unit 2: Le style de vie \(Lifestyle\)](#)

[Overview](#)

[Lesson Map](#)

[Unit 3: Le role des medias](#)

[Overview](#)

[Lesson Map](#)

[Unit 4: La justice et la politique](#)

[Overview](#)

[Lesson Map](#)

[Unit 5: Les générations](#)

[Overview](#)

[Lesson Map](#)

Unit 1: Les relations personnelles (Personal Relationships)

Overview:

Relevant Standards: **Bold indicates priority**

- Interpretive Communication: I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
- Presentational Communication: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- Interpersonal Communication: I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit, students study several ways to discuss different aspects of healthy relationships. In the scope of this unit, students will use the language to describe ideal relationships, analyze how relationships are described in the context of different cultures, and reflect on how one's cultural background can impact one's perspective on healthy relationships. Students will also examine cultural practices surrounding relationships, such as the l'union libre, and what they indicate about French character and perspective.

Essential Question(s):

- What are the universal elements of a healthy relationship?
- How do cultures determine what makes a healthy relationship?

Enduring Understanding(s):

- Although cultural background and personal experiences impact on how one views the fundamental elements of a healthy relationship, many people often define healthy relationships by high levels of communication, honesty, and trust.
- Around the world, there are different kinds of relationships that communicate different levels of commitment and different cultural values. For example, l'union libre represents a French commitment to individual liberty, free from government control or interference.

Demonstration of Learning:

Unit Specific Vocabulary

<ul style="list-style-type: none"> • <i>Interpretive</i>: Students read an advice column (a short post on Instagram) about problematic aspects in a relationship, and write a response to the questions. • <i>Presentational (written)</i>: Students write advice to respond to the problems presented in the advice column. • <i>Interpersonal</i>: Students participate in a structured debate about <i>l'union libre</i> (pros and cons) that can be offered as a solution to the problem presented in the advice column. 	<p>Vocab Lists Vocabulary related to feelings, personality traits, and certain actional aspects of relationships i.e. to trust, to share, to rely on</p> <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • <i>Faire confiance, être d'accord, mentir, compter sur, avoir raison/tort, vivre en union libre, mériter, faire des commérages, draguer, passer, en avoir marre, avoir honte, accablé, se marier avec, rompre</i> <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different irregular verbs to form idiomatic expressions • Students will learn how to form different questions using inversion
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students will later return to examine familial relationships, and how they are impacted by cultural values, when examining generational gaps in unit 5.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U1 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may believe that personal relationships are beyond the influence of culture • Students may believe that marriages and civil unions are universally the same around the world
<p>Differentiation through <i>Universal Design for Learning</i></p>	

UDL Indicator

- CHECKPOINT 7.2 Optimize relevance, value, and authenticity

Teacher Actions:

- Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and responsive
 - Socially relevant
 - Age and ability appropriate
 - Appropriate for different racial, cultural, ethnic, and gender groups
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

Unit 1: Les relations personnelles (Personal Relationships)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1/2	<ul style="list-style-type: none"> I can conduct an interview with a classmate about their likes/dislikes, hobbies, and personalities. I can present and discuss my classmates' presentations. 		
3	<ul style="list-style-type: none"> I can understand information provided in an excerpt of an article about friendship. I can exchange opinions with my classmates about friendship definition. I can write a short essay about a healthy friendship and its elements. 	<ul style="list-style-type: none"> Des commérages (m.) Un rendez-vous Compter sur Faire confiance (à quelqu'un) Mentir (conj. like sentir) Mériter Partager Poser un lapin (à quelqu'un) 	Amitié
4	<ul style="list-style-type: none"> I can exchange my initial ideas regarding healthy relationships. I can present my reactions to my classmates' opinions about the elements of healthy relationships. 	<ul style="list-style-type: none"> Une âme sœur Draguer S'engager (envers quelqu'un) Quitter quelqu'un (In)fidèle Rêver de Tomber amoureux / amoureuse (de) 	
5	<ul style="list-style-type: none"> I can understand the information presented in a French ad. I can discuss how different aspects of a relationship are presented in Clairefontaine ad. 	<ul style="list-style-type: none"> Affectueux / affectueuse Charmant(e) Franc / franche Idéaliste Inoubliable Séduisant(e) 	Pub Clairefontaine - Jeff l'amoureux Clairefontaine - L'amoureuse
6	<ul style="list-style-type: none"> I can understand information presented in an advice 	<ul style="list-style-type: none"> Une blague 	

	<p>column.</p> <ul style="list-style-type: none"> I can discuss different possible solutions to the problem presented in the advice column. 	<ul style="list-style-type: none"> Rire Convaincre I can use different forms of questions to discuss possible solutions. 	
7	<ul style="list-style-type: none"> I can respond to and discuss questions in a survey about personality traits. I can participate in a students-led discussion about the elements of an ideal friendship/relationship. 	<ul style="list-style-type: none"> By using idiomatic expressions. 	
8	<ul style="list-style-type: none"> I can understand information about l'union libre presented in an article. 	<ul style="list-style-type: none"> Define l'union libre Describe required certification Describe rights/responsibilities 	Union libre
9	<ul style="list-style-type: none"> I can participate in a conversation to compare l'union libre and marriage. I can write a short essay to justify my opinion about l'union libre. 	<ul style="list-style-type: none"> By using questions and idiomatic expressions 	
10-IPA	<ul style="list-style-type: none"> I can read an advice column (a short post on Instagram) about problematic aspects in a relationship, and write a response to the questions. I can write a solution to the problem presented in the advice column. 		
11 - IPA	<ul style="list-style-type: none"> Debate Prep 		
12 - IPA	<ul style="list-style-type: none"> I can participate in a structured debate about l'union libre (pros and cons) that can be offered as a solution to the problem presented in the advice column. 		
13	Flex		
14	Flex		
15	Flex		

Unit 2: Le style de vie (Lifestyle)

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
- Interpersonal communication: I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

In this unit, students continue to examine and discuss relationships, and how they are impacted by where we live and our cultural backgrounds. Students will analyze and reflect about how one's interactions, lifestyle, and emotional state may be directly impacted by our physical setting, personal experiences, and cultural background. Specifically, students compare the experiences of living in rural and urban France by examining differences between Paris and Bayeux and by watching the film *J'attendrai le suivant*.

Essential Question(s):

- How does where we live impact our daily lifestyle?
- How do our lifestyles reflect essential aspects of our cultural background?

Enduring Understanding(s):

- Where we live impacts our interactions, emotional state, and our role in the community. Some of these impacts are common/universal, but others reflect unique cultural differences and personal preferences. In a city, daily life can feel more animated, energetic, and busy, while a suburb can be more tranquil and provide more opportunity for reflection and introspection. In the film *J'attendrai le suivant*, urban settings are portrayed as potentially isolating and less trusting, but these experiences are not universally urban or French.

Demonstration of Learning:

- Interpretive: Students view a short French film *J'attendrai le suivant*,

Unit Specific Vocabulary

Vocab Lists

<p>and respond to comprehension questions</p> <ul style="list-style-type: none"> • Presentational: Students present a scene reenacting a specific aspect of the short film in a different setting (i.e. a local store in a small town vs Le métro in Paris) • Interpersonal: Students participate in students-led discussion to interpret/analyze major ideas/themes presented in the short film. 	<ul style="list-style-type: none"> • Vocabulary terms related to different geographical locations i.e. activities in and places around city vs suburbs, descriptive elements of different lifestyles based on physical location. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • Vivre, Animé, un(e) citadin(e), un gratte-ciel, l’embouteillage, seul(e), duper, gêner, la voie, la rame du métro, quotidien, tranquille, l’embouteillage, la vie nocturne, bruyant, sûr(e), la banlieue <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different regular and irregular adjectives to describe people and places (meaning based on placement and forms) • Students will learn how to form and use various adverbs.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • In the prior unit, students focused closely on interpersonal relationships and French practices. In this unit, they focus more on how individuals' relationships are shaped by place and setting. 	<ul style="list-style-type: none"> • This unit begins to introduce social issues related to different settings. Students will return to consider larger issues in French society, as well as national identity, in Unit 4.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U2 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students may use the street view of Google Earth to further explore differences between urban and rural areas of France. 	<ul style="list-style-type: none"> • J’attendrai le suivant
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Living in Paris is a lifestyle typical of all of France.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CHECKPOINT 2.5 Illustrate through multiple media 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Present key concepts in one form of symbolic representation (e.g.,

	<p>population maps) with an alternative form (e.g. Google Street View)</p> <ul style="list-style-type: none">• Make explicit links between population information provided in illustrations, charts, or diagrams and the blogs/film students experience throughout the unit
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Unit 2: Le style de vie (Lifestyle)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can describe the population distribution of France and how it has changed over time. 		French Population Density 1 French Population Density 2 French Population Over Time
2	<ul style="list-style-type: none"> I can understand information provided in a video and blog about daily life in Paris by a young French citizen. I can exchange ideas with my classmates about different aspects about living in a city. I can present my reactions to my classmates' statements about life in a city. 	<ul style="list-style-type: none"> Un arrêt d'autobus une banlieue / Une périphérie Le centre-ville Un édifice/ un bâtiment Un gratte-ciel La circulation Un embouteillage Un panneau d'affichage Un rond-point 	Vidéo: VIVRE À PARIS Vie parisienne : c'est comment de vivre à Paris?
3	<ul style="list-style-type: none"> I can understand information provided in an article about living in the small town of Bayeux, Normandie. I can discuss some aspects about life in Bayeux by looking and discussing pictures of daily life in Bayeux. 	<ul style="list-style-type: none"> Un hôtel de ville / Une mairie une habitation Une place un pont Un quartier 	Vivre à Bayeux, la belle vi(II)e
4	<ul style="list-style-type: none"> I can understand information provided in a blog about living in various cities in France. I can discuss and justify my opinion about which city in France I would live in. 	<ul style="list-style-type: none"> Un logement Une location 	Top 15 des meilleures villes de France, celles où il fait bon vivre
5	<ul style="list-style-type: none"> I can present a comparison between living in Paris and living in a small town of Bayeux. I can discuss and compare life in the city and countryside in France and the US. 		
6	<ul style="list-style-type: none"> I can respond to and discuss a survey about 	<ul style="list-style-type: none"> By using different regular and 	

	<p>preferences about living in the city vs the suburbs.</p> <ul style="list-style-type: none"> • I can understand a conversation between a customer and a ticket person in a metro station 	<p>irregular adjectives to describe people and places</p>	
7	<ul style="list-style-type: none"> • I can identify the main characters and key events of the short film J'attendrai le suivant. • I can understand most of the monologue of Antoine, and its purpose. • I can understand the conversation between Antoine and the passenger. 	<ul style="list-style-type: none"> • Les transports en commun • Un marché • Se plaindre • Répéter • Rejoindre • Solliciter • Avoir du mal 	
8	<ul style="list-style-type: none"> • I can discuss and justify my opinions about the woman's feelings at the beginning of the film. • I can understand the reasons behind the woman's regrets about her decision at the end of the film. 	<ul style="list-style-type: none"> • Duper • Un lien • Se méfier de • Débile 	
9	<ul style="list-style-type: none"> • I can discuss and exchange my opinions about the woman's feelings, and Antoine's reaction at the end of the short film. • I can write a different happy/sad ending to the short film. 	<ul style="list-style-type: none"> • By using various adverbs to discuss a series of events. 	
10 - IPA	<ul style="list-style-type: none"> • I can understand information provided in a broadcast about living in different cities in France 		Découvrez le classement des 500 villes de France où il fait bon vivre
11 - IPA	<ul style="list-style-type: none"> • I can write and present a scene reenacting a specific aspect of the short film in a different setting (i.e. a local store in a small town vs Le métro in Paris) 		
12 - IPA	<ul style="list-style-type: none"> • I can participate in a students-led discussion to interpret/analyze major ideas/themes presented in the short film. 		
13	Flex		
14	Flex		
15	Flex		

Unit 3: Le role des medias

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- Interpersonal communication: I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit, students will read and discuss different excerpts related to French cinema, and compare it to American cinema. Students will also examine the role of different media outlets to inform the public, and how we should interact with the media as 'consumers' through the viewing and the discussion of a short French film. In the scope of this unit, students will be able to discuss how our expectations of and interaction with media change based on its role to entertain or to inform.

Essential Question(s):

- How do we interact with the media as 'consumers'?
 - b. How is American cinema similar/different from French cinema?
 - c. How is American journalism similar/different from French journalism?

Enduring Understanding(s):

- Different types of media play a major role in our lives, serving to both entertain and to inform us. We have expectations for media that are influenced by our culture and the conventions of genre.
- French audiences have different expectations of film than American audiences, especially related to narrative structure and the degree to which films are expected to entertain, rather than prompt reflection or discussion. In both the United States and in France, tabloids follow different conventions than news outlets, focusing on entertainment and sales, rather than informing the public.
- Regardless of what media we consume, we need to actively and critically think about how we interact with products presented by the media.

Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> • Interpretive: Students read review(s) of the film <i>Emilie Muller</i>, and respond to comprehension questions. • Interpersonal: Students will discuss a review of the film <i>Emilie Muller</i> with a partner, noting whether they agree or disagree with the critiques of the film. • Presentational: Students write a short essay about the importance of the media in our daily life, and how we should interact with it as ‘consumers’. 	<p>Vocab Lists</p> <ul style="list-style-type: none"> • Vocabulary related to different aspects of the media such as news, TV, and cinema. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • La presse à sensation, l’écran, Les effets spéciaux, un entretien / une interview, sortir un film, une première, les sous-titres, une vedette, un réalisateur, la censure, divertir <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will analyze how to use le passé composé and l’imparfait to narrate events in the past.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit builds on the comparison of French cultural products and practices introduced in Unit 1. In that unit, students learned about l’union libre and compared this practice to American practices regarding marriage. In this unit, they compare French and American media. 	<ul style="list-style-type: none"> • Students will continue to examine the role of media in the lives of individuals in the next unit by examining French political advertisements.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • French ECE Family Overview U3 	<ul style="list-style-type: none"> • 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • The short film Emilie Muller
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not realize the historical tradition of French filmmaking, or consider foreign films to American films with subtitles. • Students may not be aware of their own expectations of film as a genre, and may not realize how these expectations are impacted by

	culture.
Differentiation through <i>Universal Design for Learning</i>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 3.1 Activate or supply background knowledge 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) Use advanced organizers to highlight differences between genres (e.g., KWL methods, concept maps) Pre-teach critical prerequisite concepts (such as the characteristics of French film) through demonstration or models Bridge concepts with relevant analogies and metaphors

Unit 3: Le role des medias

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can understand information provided in a short article about the premier of a movie. I can participate in a conversation with a partner to identify a popular movie based on information we each provide. 	<ul style="list-style-type: none"> La presse à sensation Une vedette Les effets spéciaux Un (e) critique de cinéma Un réalisateur Sortir un film Un grand écran Les sous-titres 	
2	<ul style="list-style-type: none"> I can understand information provided in a blog about dubbing and subtitling of international movies. I can discuss and justify preferences of dubbing vs. subtitling French and/or international movies. 	<ul style="list-style-type: none"> Le doublage Doubler Être doublé en français Un film muet Un film en version française / américaine Parlant Un film en version originale 	Sous-titrage ou doublage : lequel choisir ?
3	<ul style="list-style-type: none"> I can understand, and respond to questions about information provided in a historical excerpt about the characteristics of the French cinema. I can discuss and compare French and American movies. 		L'histoire du cinéma français : les moments forts
4	<ul style="list-style-type: none"> I can identify the main characters, and I can understand most of what is said in a conversation among characters of the short film Emilie Muller. I can discuss details about Emilie's life currently. I can discuss details about Emilie's careers. 	<ul style="list-style-type: none"> Une bague Un(e) comédien(ne) Un défaut Émouvoir 	
5	<ul style="list-style-type: none"> I can discuss details about Emilie's childhood. 	<ul style="list-style-type: none"> Un rôle 	

	<ul style="list-style-type: none"> I can exchange opinions with my classmates about the accuracy of Emilie's responses in the audition. 	<ul style="list-style-type: none"> Séduire Tourner 	
6	<ul style="list-style-type: none"> I can discuss and justify my opinion about the director's and Emilie's professional competence. I can discuss and exchange opinions about our role as an audience of a movie and/or 'consumers' of information. 	<ul style="list-style-type: none"> By using le passé composé and l'imparfait to narrate the sequence of events of Emilie Muller 	
7	<ul style="list-style-type: none"> I can write and rehearse a script that extends the audition of Emilie with the director. 		
8	<ul style="list-style-type: none"> I can write a short essay to discuss and justify the accuracy of some facts presented in Emilie Muller. 		
9 - IPA	<ul style="list-style-type: none"> I can understand an author's critiques of Emilie Muller. I can exchange opinions of Emilie Muller with a classmate by agreeing/disagreeing with professional reviews. 		Emilie Muller - la critique du court métrage "Émilie Muller" d'Yvon Marciano Un court métrage culte, à voir ou à revoir !
10	<ul style="list-style-type: none"> I can understand information provided in a short news report about different media outlets, and their affiliations. I can discuss the importance of the news sources, and how it may/may not be biased and/or lacking factuality. 	<ul style="list-style-type: none"> Déroutant Les faits divers La couverture La télé-réalité La censure Frappant 	Vidéo: Qui détient les médias français ?
11	<ul style="list-style-type: none"> I can exchange ideas and opinions about the media and its role in our daily lives 	<ul style="list-style-type: none"> 	
12	<ul style="list-style-type: none"> I can understand information provided in an excerpt of an article about French tabloids. I can participate in conversations to compare and contrast different types of American and French journalism. 	<ul style="list-style-type: none"> Actualisé Les gros titres La liberté de la presse 	La presse à sensation : un succès déroutant
13 - IPA	<ul style="list-style-type: none"> I can write a short essay about the importance of the media in our daily life, and how we should interact 	<ul style="list-style-type: none"> 	

	with it as 'consumers'.		
14	Flex		
15	Flex		

Unit 4: La justice et la politique

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
- Presentational communication: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- Interpersonal communication: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

In the scope of this unit, students will view and analyze French political ads to discuss two major issues in French society: immigration and economy, both of which reflect larger tensions related to French culture and national identity. Students will articulate how one's opinions about these two issues shape one's political decisions. Students will also discuss and reflect about different ways, and the importance of getting involved in political discussions and issues around the world.

Essential Question(s):

- What issues are important to French voters?
 - b. What do voters in France think about immigration?
 - c. What do voters in France think about the economy?
- How do young people get involved in political issues around the world?

Enduring Understanding(s):

- French political ads reveal what issues are most important to voters. In France (and in the United States) many of these ads focus on immigration and the economy. Many people in France view immigration as a way to diversify and enrich French culture, while others view it as a threat to French national identity. Similarly, some people in France welcome a more globalized economy, while others seek to prioritize French products and manufacturing.
- Being an involved and informed citizen in local and national politics is crucial to one's intellectual progression and to political decisions. Staying

requires critically interacting with different political ads, both in the United States and in France.

Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> • Interpretive: Students watch French political ads, and respond to comprehension questions. • Interpersonal: Seminar discussion on which French candidate they would vote for and why, based on the issues and positions presented in the ads. • Presentational: Students write a paragraph in which they express which candidate they would vote for, and why based on the issues presented in the ads. 	<p>Vocab Lists</p> <ul style="list-style-type: none"> • Vocabulary related to the law, legal rights, public officials, and politics. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • Les droits de l'homme, la liberté, approuver une loi, emprisonner, opprimé, un abus de pouvoir, la défaite, une démocratie, une dictature, un parti politique, gagner/perdre les élections, gouverner, voter, la victoire, un député, un homme/une femme politique <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will discuss and analyze how to use the <i>plus-que-parfait</i> to narrate events in the past.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit builds on the prior unit's examination of media, extending the conversation into the world of political advertisements and social issues. 	<ul style="list-style-type: none"> • The next unit continues to explore issues of immigration but focuses specifically on how immigration and assimilation impact family dynamics.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • French ECE Family Overview U4 	<ul style="list-style-type: none"> • 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Various political ads by French candidates (such as Macron and Zemmour).
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Some students may be taking civics or AP Government and discussing political issues as part of their coursework. 	<ul style="list-style-type: none"> • Students may think that political challenges and debates they are familiar with are unique to American politics

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships.

Teacher Actions:

- Use outlines, graphic organizers, routines, to emphasize issues, positions, and arguments of various political media
- Use multiple examples of political ads to emphasize critical features
- Use cues and prompts to draw attention to critical features
- Highlight previously learned skills that can be used to solve unfamiliar problems

Unit 4: La justice et la politique

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can exchange my initial ideas regarding immigration and economic issues with my classmates. I can present my reactions to my classmates' opinions about a current political issue. 	<ul style="list-style-type: none"> Approuver une loi Emprisonner Opprimé Un abus de pouvoir La défaite Une démocratie Une dictature Un parti politique Gagner/perdre les élections 	
2	<ul style="list-style-type: none"> I can understand the main ideas presented in a short political news report. I can present my reactions to Emmanuel Macron's positions regarding the economy. 		Législatives 2024 : Emmanuel Macron sur tous les fronts
3	<ul style="list-style-type: none"> I can understand an interview between a reporter and a president about his stand on immigration and economy in a podcast. I can exchange opinions with my classmates about some immigration and/or economic positions presented by a current president in a podcast. 		Podcast: Emmanuel Macron Président de la République Les décisions les plus lourdes se prennent seul
4	<ul style="list-style-type: none"> I can write a short essay to present and justify my opinion about a specific immigration and/or economic issue presented by a current president in a podcast. 	<ul style="list-style-type: none"> By using various time frames to differentiate between the candidates opinions and my own 	
5	<ul style="list-style-type: none"> I can understand the main arguments/positions presented by Emmanuel Macron in a presidential political ad. I can discuss and exchange opinions with my 	<ul style="list-style-type: none"> Gouverner Voter La victoire Un député 	Clip officiel de campagne d'Emmanuel Macron

	classmates about the main arguments/positions presented by a political candidate in a presidential political ad.	<ul style="list-style-type: none"> • Un homme/une femme politique 	
6	<ul style="list-style-type: none"> • I can discuss and exchange opinions with my classmates about the main arguments/positions presented by Éric Zemmour in a presidential political ad. • I can present a comparison between the campaigns of two or more political ads. 	<ul style="list-style-type: none"> • By using le plus-que-parfait 	Éric Zemmour: "Ils vous disent"
7	<ul style="list-style-type: none"> • I can present a comparison between a political ad of an American and a French presidential candidates. 		
8	<ul style="list-style-type: none"> • I can understand the main ideas presented in a flier for an international non-profit human rights organization. • I can discuss the importance of getting involved in political issues around the world. 	<ul style="list-style-type: none"> • Les droits de l'homme • La liberté • Combattre • Le tribunal • L'avocat, les bénévoles. 	
9	<ul style="list-style-type: none"> • I can gather and organize evidence to support my position regarding immigration and economic issues in France. 		
10	<ul style="list-style-type: none"> • I can participate in a debate to present and justify my opinions about political issues surrounding immigration or the French economy. 	<ul style="list-style-type: none"> • C'est une bonne idée de... • Je dois avouer que vous avez raison. • C'est vrai ce que vous dites, parce que... • Je regrette mais vous avez tort de dire que... • À mon avis, • Au contraire... • J'ai une autre perspective à partager. 	
11-IPA	<ul style="list-style-type: none"> • I can understand the main arguments/positions presented by a political candidate in a new presidential political ad. 		

	<ul style="list-style-type: none"> I can discuss and exchange opinions with my classmates in seminar format to determine which candidate I would vote for. 		
12- IPA	<ul style="list-style-type: none"> I can write a short essay to present and justify my opinion regarding French presidential candidates. 		
13	Flex		
14	Flex		
15	Flex		

Unit 5: Les générations

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- Interpersonal communication: I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit students view and discuss different family dynamics and cultural aspects presented in a short French film. In the scope of this unit students will use the target language to discuss the major ideas in the short film related to how different family members interact based on their age, cultural heritage, and assimilation. Students will also examine how cultural practices impact perspectives and life experiences/decisions.

Essential Question(s):

- EQ1 - How are family dynamics impacted by generation gaps?
- EQ2 - How are families impacted by immigration?

Enduring Understanding(s):

- EQ1 - Families in France and in the United States are impacted by generation gaps. Because different family members grow up in different times, it can be difficult for them to understand each other's perspective and experiences.
- EQ2 - Families are also impacted by cultural differences that come with immigration and assimilation, especially when children of immigrants grow up in a different culture than their parents. While some choose to maintain cultural ties to their cultural heritage, others choose to assimilate more, which can exacerbate generational gaps within families.

Demonstration of Learning:

- Interpretive: Students view their classmate's scenes/performances,

Unit Specific Vocabulary

Vocab Lists

<p>and respond to comprehension questions.</p> <ul style="list-style-type: none"> • Presentational (oral): Students write their own scene to extend using two or three major characters to illustrate their own understanding of family dynamics, cultural aspects and/or assimilation. • Interpersonal: Students write a short essay to respond to one of the essential questions of the unit. 	<ul style="list-style-type: none"> • Vocabulary related to family life, stages of life, generations, immigration, and diversity. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • La langue maternelle, la langue officielle, le patrimoine culturel, la maltraitance, le niveau de vie, une polémique, avoir le mal du pays, s'établir, manquer à, gronder, surmonter, l'amour-propre, le fossé de générations, la patrie, une racine, hériter, <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different pronouns in the correct order to express clear ideas without redundancy.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • This unit extends prior conversations related to immigration and cultural assimilation in the prior unit, which was focused on political issues in France, but focuses more on the experience of assimilation on individuals and families. 	<ul style="list-style-type: none"> •
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U5 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • The short film De l'autre côté.
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not realize that immigrants around the world face similar challenges regarding immigration. • Students may consider their own experiences of generational gaps to be either unique or universal.
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CHECKPOINT 8.3 Foster collaboration and community 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Create cooperative learning groups with clear goals, roles, and

	<p>responsibilities when creating and presenting their scenes</p> <ul style="list-style-type: none">● Provide prompts that guide learners in when and how to ask peers and/or teachers for help during the process of writing their scenes● Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)● Construct communities of learners engaged in common interests or activities● Create expectations for group work (e.g., rubrics, norms, etc.)
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Unit 5: Les générations

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can understand information provided in a chart about different generations. I can participate in conversations to compare and contrast different generations. I can write a paragraph to compare my generation to an older family member's generation using the newly acquired information. 	<ul style="list-style-type: none"> Use different direct object pronouns to describe generations 	<ul style="list-style-type: none"> Baby-boomers, générations X, Y, Z et Alpha: qu'est-ce qui les distingue ? Les Différentes Générations
2	<ul style="list-style-type: none"> I can identify the main characters and key events of the short film <i>De l'autre côté</i>. I can discuss my initial impressions of the characters with my classmates. 	<ul style="list-style-type: none"> Retell the main plot of the movie, and describe the characters. Use adjectives as reasons for their preferences 	
3	<ul style="list-style-type: none"> I can understand the argument between the father and Malik. I can discuss the cultural significance of the argument with my classmates. 	<ul style="list-style-type: none"> Le comportement La langue maternelle crier 	
4	<ul style="list-style-type: none"> I can describe Malik's relationship with his younger brother. I can identify the main characteristics of the mother's cultural background from the scene in the kitchen, and her conversation with Malik. 	<ul style="list-style-type: none"> La racine Le patrimoine culturel Avoir le mal du pays Manquer à La patrie 	
5	<ul style="list-style-type: none"> I can compare the mothers relationship with Samir and Malik I can compare the fathers relationship with Samir and Malik 	<ul style="list-style-type: none"> Use different past tenses in comparing scenes 	
6	<ul style="list-style-type: none"> I can understand the phone conversations between the father and the federal employee. 	<ul style="list-style-type: none"> la maltraitance le niveau de vie 	

	<ul style="list-style-type: none"> I can discuss how Samir's reaction to his father's phone conversation with the federal employee. 	<ul style="list-style-type: none"> Une polémique Gronder L'amour-propre 	
7	<ul style="list-style-type: none"> I can describe and discuss the roles of, and the relationship dynamics between the father and the mother. 	<ul style="list-style-type: none"> Include multiple scenes Le superlatif: plus que/moins que.. 	
8	<ul style="list-style-type: none"> I can understand and discuss the argument between Malik and Samir. I can compare and discuss Malik's relationship with his two brothers. 	<ul style="list-style-type: none"> S'établir 	
9	<ul style="list-style-type: none"> I can discuss Samir's cultural assimilation and compare it to his family's I can identify and discuss the cultural elements in the family's celebration. 	<ul style="list-style-type: none"> le fossé de générations Maintenir/préserver Rejeter Les traditions familiales/culturelles 	
10	<ul style="list-style-type: none"> I can write and rehearse a script that extends <i>De l'autre côté</i> 		
11	<ul style="list-style-type: none"> I can perform my scene for my classmates. I can identify the main characters, conflicts, and resolution (if any) in my classmates' performances. 		
12	<ul style="list-style-type: none"> I can write a short essay in response to one of the essential questions of the unit. 		
Flex			
Flex			
Flex			

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
CONTENT STANDARD 1: Communication (Interpersonal Mode) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	P	P	P	P	P
CONTENT STANDARD 2: Communication (Interpretive Mode) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	P	P	P	P	P
CONTENT STANDARD 3: Communication (Presentational Mode) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	P	P	P	P	P
CONTENT STANDARD 4: Cultures (Practices to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	P				
CONTENT STANDARD 5: Cultures (Products to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		P	P	P	P
CONTENT STANDARD 6: Connections (Making Connections) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.				S	
CONTENT STANDARD 7: Connections (Information and Diverse Perspectives) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.				P	
CONTENT STANDARD 8: Comparisons (Language) Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.					
CONTENT STANDARD 9: Comparisons (Cultural) Learners use the language to investigate, explain, and reflect on the concept of culture	S	S	S	S	S

through comparisons of the cultures studied and their own.					
CONTENT STANDARD 10: Communities (Social and Global) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					
CONTENT STANDARD 11: Communities (Lifelong Learning) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.					