

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Social Studies

Course: Global Citizenship and Human Rights

Alignment: 2020 NJSLS; 2022 National Standards for High School Psychology Curricula; Learning
for Justice Social Justice Standards

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Introduction

This course begins by examining common human behaviors, beliefs, and attitudes students can readily observe in their own lives. Students then explore a historical case study, such as the Holocaust, and analyze how those patterns of human behavior may have influenced the choices individuals made in the past—to participate, stand by, or stand up—in the face of injustice and, eventually, mass murder. Later in the year, students draw connections between this history and the present day, weighing questions like how to achieve justice and reconciliation in the aftermath of atrocities, how painful histories should be remembered, and how this history educates us about our responsibilities in the world today. Finally, students consider how they might choose to participate in bringing about a more humane, just, compassionate world.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

By focusing on the choices of individuals who experienced this history as victims, witnesses, collaborators, rescuers, and perpetrators, students come to recognize our shared humanity. This approach helps students make connections between history and the consequences of our actions and beliefs today—between history and how we as individuals make distinctions between right and wrong, good and evil. As students examine the steps that led to the Holocaust, they discover that history is not inevitable; it is, rather, the result of both individual and collective decision making. They come to realize that there are no easy answers to the complex problems of racism, antisemitism, hatred, and violence, no quick fixes for social injustices, and no simple solutions to moral dilemmas. The crucial sensitization to inhumanity and suffering covered in this course can help students develop the patience and commitment that is required for meaningful change.

Scope and Sequence

- Unit 1: Me, We, and They (4-6 Weeks)
- Unit 2: History (10-12 Weeks)
- Unit 3: Judgment, Memory, and Legacy (3-5 Weeks)
- Unit 4: Contemporary Human Rights Issues (8-10 Weeks)
- Unit 5: Choosing to Participate (5-7 Weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit 1: Me, We, and They (4-6 Weeks)

Core Ideas	This unit explores the relationship between the individual and society, and how that relationship affects the choices we make. This unit also explores the human tendency to create “in” groups and “out” groups and the consequences of that behavior.		
Essential Questions	<p>What is the relationship between the individual and society?</p> <p>What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance?</p> <p>What dilemmas arise when others view us differently than we view ourselves?</p> <p>How do our identities influence our choices and the choices available to us?</p> <p>Why do humans separate themselves into groups? When is this behavior harmless, and when does it become a problem?</p> <p>How have societies distinguished between who can be a member and who must remain an outsider, and why have those distinctions mattered?</p>		
Enduring Understanding	<p>People experience dilemmas when others perceive them differently from how they define themselves.</p> <p>Societies throughout history have defined membership based on ideas about human similarities and differences, such as race, religion, and nation.</p>		
Practice	Developing Questions and Planning Inquires, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions		
Performance Expectations	<ul style="list-style-type: none"> Recognize the relationship between the individual and society. Identify social and cultural factors that help shape their identities. Identify the dilemmas that arise when others view us differently than we view ourselves. Recognize that it is a natural and common human behavior to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others. Recognize how stereotypes can lead to prejudice and discrimination. Apply a new concept of human behavior—universe of obligation—to analyze how individuals and societies determine who is deserving of respect and whose rights are worthy of protection. Recognize that a society’s universe of obligation often changes, expanding or shrinking depending on circumstances such as peace and prosperity or war and economic depression. Define and analyze the socially constructed meaning of race, examining how that concept has been used to justify exclusion, inequality, and violence throughout history. 		
Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
<p>NJSLS: 6.1.12.HistoryCC.16.b 6.2.12.HistoryUP.4.c 6.2.12.HistoryCC.5.e</p> <p>National Standards for High School Psychology Curricula: Pillar: Social and Personality Standards Area: Multiculturalism and Gender Content Standards: 1.1-1.4, 2.1-2.3</p> <p>Pillar: Social and Personality Standards Area: Social Content Standards: 1.1-1.3, 2.1-2.6</p> <p><u>Social Justice Standards:</u> ID.9-12.1-5</p>	<ul style="list-style-type: none"> Recognize the relationship between the individual and society. Identify social and cultural factors that help shape their identities. Identify the dilemmas that arise when others view us differently than we view ourselves. Recognize that it is a natural and common human behavior to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others. Recognize how stereotypes can lead to prejudice and discrimination. Apply a new concept of human behavior—universe of obligation—to analyze how individuals and societies determine who is deserving of respect and whose rights are worthy of protection. Recognize that a society’s universe of obligation often changes, expanding or shrinking depending on circumstances such as peace and prosperity or war and economic depression. Define and analyze the socially constructed meaning of race, examining how that concept 	<ul style="list-style-type: none"> The Individual and Society Facing History and Ourselves We and They Facing History and Ourselves My Part of the Story: Exploring Identity in the United States Facing History and Ourselves 	<ul style="list-style-type: none"> Facing History and Ourselves Holocaust and Human Behavior Facing History and Ourselves Teach — United States Holocaust Memorial Museum

	has been used to justify exclusion, inequality, and violence throughout history.			
Key Vocabulary	Identity, self-identity, collective identity, stereotype, prejudice, tolerance, intolerance, bias, discrimination, ingroup, outgroup, social categorization, integration, segregation, inclusion, diversity, empathy, privilege			
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles			
Interdisciplinary Connections	<p>NGSS Science Practices:</p> <ul style="list-style-type: none">• Ask questions and defining problems• Construct explanations and designing solutions• Engage in argument from evidence <p>ELA Reading:</p> <ul style="list-style-type: none">• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas.• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.• Assess how point of view or purpose shapes the content and style of a text.• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Visual/Performing Arts:</p> <ul style="list-style-type: none">• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to this course is evident across all of the units included in this document. Throughout the course, issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are an integral part of every unit of the curriculum.			
Computer Science and Design Thinking	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECITION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

	<ul style="list-style-type: none"> • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 2: History (10-12 weeks)

Core Ideas	The idea of democracy and what is essential to support and sustain it is complicated.
Enduring Understanding	<p>What happens to the way a society defines “we” and “they” in the midst of the chaos and violence caused by war?</p> <p>How can we as citizens build and maintain a democracy that protects the nation as a whole without undermining individual rights?</p> <p>How could a society that is politically and culturally liberal and progressive fall victim to a government that espouses intolerance, discrimination, and hatred?</p> <p>What made it possible for the Nazis to transform Germany into a dictatorship during their first years in power?</p> <p>What roles do institutions—such as the media, law enforcement, schools, churches, and industry—play in sustaining democracy or enabling its destruction?</p> <p>In what ways did the Nazis use laws to create “in” groups and “out” groups in German society? How did they also appeal to people’s hearts and minds?</p> <p>What did it mean to be an outsider or even a dissenter in an otherwise “racially pure and harmonious national community”? What did it mean to be an insider?</p> <p>At what point does a nation have a right or even a duty to intervene in the affairs of other nations?</p> <p>How did the Nazis’ beliefs about “race and space” influence Germany’s violent aggression toward other nations, groups, and individuals in the first years of World War II? Who benefited from this aggression? Who suffered because of it?</p> <p>What influenced many Germans to continue supporting the Nazi government even as their nation started a new war and began murdering portions of both the German population and the populations of other countries?</p> <p>How did the war change the opportunities for dissent or resistance against the Nazi regime? What were the consequences of protest?</p> <p>What is the Holocaust? How did the earlier choices of individuals, groups, and entire nations help to make it possible?</p> <p>What choices did individuals and nations make during the Holocaust?</p> <p>What can we learn about human behavior from confronting this history? What can we learn about ourselves? What new questions does this history raise for us in the twenty-first century?</p>
Practice	<ul style="list-style-type: none"> • The Holocaust was not an accident; it occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed and promoted prejudice, hatred, and ultimately mass murder to occur. • Silence and indifference to the suffering of others, or to infringement of human rights in any society, can—however unintentionally—perpetuate the problem.

Performance Expectations	Developing Questions and Planning Inquires, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions		
	<ul style="list-style-type: none"> • Explain how the brutal realities of World War I conflicted with the expectations of quick victory shared by many nations. • Explain why the Treaty of Versailles shocked and upset many Germans. • Examine how choices made by individuals and groups contributed to the rise of the Nazi Party in the 1920s and 1930s. • Recognize that Jewish life in the 1920s was characterized by great variety in religious practice, culture, national affiliation, occupation, wealth, and status. • Describe the transformation of Germany into a dictatorship in 1933–1934 and draw conclusions, based on this history, about the values and institutions that might serve as a bulwark against dictatorship and make democracy possible. • Recognize that while Germans went along with the Nazi regime for a variety of often complex reasons, dissent was possible in 1933 and 1934, though the consequences left some marginalized or unemployed and others imprisoned or even dead. • Examine how the Nazis sought to create a racially pure “national community,” one that stripped Jews of their citizenship rights and narrowed Germany’s universe of obligation. • Analyze several examples of Nazi propaganda to determine how it communicates powerful messages about who should be included in and who should be excluded from German society. • Recognize that the effects of propaganda are more complex than simple brainwashing, and that Hitler succeeded because many German people shared some of the beliefs that were transmitted through Nazi propaganda • Explain the range of Nazi methods of mass murder, including the establishment of Jewish ghettos, mobile killing units, concentration camps, and killing centers. • Analyze, discuss, and explain the range of choices available to individuals, groups, and nations during the Holocaust and explore the possible motivations and reasons for decision making in this time of crisis. • Recognize that the range of choices available in the 1940s was not as wide as the range available in the decades before the outbreak of war, but that despite these constraints, many upstanders and rescuers still chose to take action and help people targeted by the Nazis. 		
Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
<p>NJSLS: 6.1.12.CivicsHR.11.a 6.1.12.HistoryUP.11.b 6.2.12.CivicsPI.4.b 6.2.12.CivicsHR.4.a 6.2.12.HistoryCC.4.g 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c</p> <p>National Standards for High School Psychology Curricula: Pillar: Social and Personality Standards Area: Multiculturalism and Gender Content Standards: 1.3-1.4</p> <p>Pillar: Social and Personality Standards Area: Social Content Standards: 1.1-1.3, 2.1-2.6</p> <p><u>Social Justice Standards:</u> DI.9-12.6-10</p>	<ul style="list-style-type: none"> • Explain how the brutal realities of World War I conflicted with the expectations of quick victory shared by many nations. • Explain why the Treaty of Versailles shocked and upset many Germans. • Examine how choices made by individuals and groups contributed to the rise of the Nazi Party in the 1920s and 1930s. • Recognize that Jewish life in the 1920s was characterized by great variety in religious practice, culture, national affiliation, occupation, wealth, and status. • Describe the transformation of Germany into a dictatorship in 1933–1934 and draw conclusions, based on this history, about the values and institutions that might serve as a bulwark against dictatorship and make democracy possible. • Recognize that while Germans went along with the Nazi regime for a variety of often complex reasons, dissent was possible in 1933 and 1934, though the consequences left some marginalized or unemployed and others imprisoned or even dead. 	<ul style="list-style-type: none"> • World War: Choices and Consequences Facing History and Ourselves • The Weimar Republic: The Fragility of Democracy Facing History and Ourselves • The National Socialist Revolution Facing History and Ourselves • Conformity and Consent in the National Community Facing History and Ourselves • Open Aggression and World Responses Facing History and Ourselves • A War for Race and Space Facing History and Ourselves • The Holocaust Facing History and Ourselves 	<ul style="list-style-type: none"> • Facing History and Ourselves • Holocaust and Human Behavior Facing History and Ourselves • Teach — United States Holocaust Memorial Museum

	<ul style="list-style-type: none"> Examine how the Nazis sought to create a racially pure “national community,” one that stripped Jews of their citizenship rights and narrowed Germany’s universe of obligation. Analyze several examples of Nazi propaganda to determine how it communicates powerful messages about who should be included in and who should be excluded from German society. Recognize that the effects of propaganda are more complex than simple brainwashing, and that Hitler succeeded because many German people shared some of the beliefs that were transmitted through Nazi propaganda Explain the range of Nazi methods of mass murder, including the establishment of Jewish ghettos, mobile killing units, concentration camps, and killing centers. Analyze, discuss, and explain the range of choices available to individuals, groups, and nations during the Holocaust and explore the possible motivations and reasons for decision making in this time of crisis. Recognize that the range of choices available in the 1940s was not as wide as the range available in the decades before the outbreak of war, but that despite these constraints, many upstanders and rescuers still chose to take action and help people targeted by the Nazis. 		
Key Vocabulary	Antisemitism, Aryan, Auschwitz, Beer Hall Putsch, Belzec, Bergen-Belsen, Birkenau, Buchenwald, Chelmno, concentration camp, Dachau, death camp, death marches, degenerate art, DP, Adolph Eichmann, Einsatzgruppen, euthanasia, fascism, Final Solution, Fuhrer, gas chambers, genocide, gestapo, ghetto, Joseph Goebbels, Hermann Goering, Rudolf Hess, Reinhard Heydrich, Heinrich Himmler, Adolf Hitler, Hitler Youth, Holocaust, Judenrat, kapo, killing centers, Kristallnacht, League of German Girls, Lebensraum, Majdanek, <i>Mein Kampf</i> , Josef Mengele, Nazi party, Night of the Long Knives, Nuremberg Laws, pogrom, propaganda, Reichstag, “resettlement,” Leni Riefenstahl, Righteous Gentiles, SA, SS, Shoah, shtetl, Sobibor, Julius Streicher, <i>Der Sturmer</i> , synagogue, Theresienstadt, Third Reich, Treblinka, Wannsee Conference, Warsaw ghetto, Weimar Republic		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	<p>NGSS Science Practices:</p> <ul style="list-style-type: none"> Ask questions and defining problems Construct explanations and designing solutions Engage in argument from evidence <p>ELA Reading:</p> <ul style="list-style-type: none"> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 		

	<ul style="list-style-type: none">Assess how point of view or purpose shapes the content and style of a text.Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Visual/Performing Arts:</p> <ul style="list-style-type: none">Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
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Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with picturesAlternative presentation options1-2 sentence short responsesShortened written assignments	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizerClear parameters and student workspaceTimer to monitor task and durationStudy guidesGuided notesChoices for alternative assignments	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaboration	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records and monitor their own learning progressMultiple assessments given in different domains, that showcase student interests, strengths, and needsUse multiple approaches to accelerate learning within and outside of the school settingUse enrichment options to extend and deepen learning opportunities within and outside of the school setting

	<ul style="list-style-type: none"> Modified tests Provide notes when student request Reduce project workload Short summaries 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Partner or group work on skill development Assistance by instructional videos or curated videos online Guide with options for student goal setting Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 3: Judgment, Memory, and Legacy (3-5 Weeks)

Core Ideas	This unit examines the nature of judgment, forgiveness, and justice, as well as the challenges of deciding an adequate response to the crimes of the Holocaust. This unit also examines what it means not just to learn about the Holocaust but also to remember it and acknowledge how it influences our lives today.			
Essential Questions	<p>What is justice? Can justice be achieved after mass murder on the enormous scale of the Holocaust? How can we know whether justice has been achieved?</p> <p>What role, if any, do vengeance and forgiveness play in seeking justice after mass atrocities?</p> <p>What is the purpose of a trial? What role might trials play in achieving justice after war and genocide?</p> <p>Are there standards of right and wrong that are more important than the laws of any country?</p> <p>What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?</p> <p>How should we remember the Holocaust?</p> <p>How does the past influence us as individuals and as members of society? Does the past influence us differently depending on our individual identities?</p> <p>Why is it important to remember the past? What are the consequences of not remembering?</p>			
Enduring Understanding	<p>The Allies' efforts to hold Germany accountable raised important questions about how to restore order in the world, compensate victims, and prevent such violent chaos in the future.</p> <p>The legacies of the Holocaust and World War II continue to influence our lives today.</p>			
Practice	Developing Questions and Planning Inquires, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions			
Performance Expectations	<ul style="list-style-type: none"> Recognize some universal dilemmas of justice and judgment faced by societies in the aftermath of mass violence and genocide. Connect universal dilemmas of justice and judgment to the challenges that Allies faced when deciding how to hold Nazi Germany accountable for the crimes committed during World War II and the Holocaust. Analyze several examples of Holocaust memorials to see how the communities and individuals that designed them sought to shape future generations' understanding of this history. Become familiar with the many choices artists and communities make in their commemorations about what aspects of a particular history are worth remembering and what parts are intentionally left out. 			
Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials	
NJSLS: 6.1.12.CivicsHR.11.b 6.1.12.HistoryUP.11.b 6.2.12.CivicsPI.4.b 6.2.12.CivicsHR.4.a 6.2.12.HistoryUP.4.c 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a	<ul style="list-style-type: none"> Recognize some universal dilemmas of justice and judgment faced by societies in the aftermath of mass violence and genocide. Connect universal dilemmas of justice and judgment to the challenges that Allies faced when deciding how to hold Nazi Germany accountable for the crimes committed during World War II and the Holocaust. 	<ul style="list-style-type: none"> Judgment and Justice Facing History and Ourselves Legacy and Memory Facing History and Ourselves Universal Declaration of Human Rights Facing History and Ourselves 	<ul style="list-style-type: none"> Facing History and Ourselves Holocaust and Human Behavior Facing History and Ourselves Teach — United States Holocaust Memorial Museum 	

<p>National Standards for High School Psychology Curricula: Pillar: Social and Personality Standards Area: Multiculturalism and Gender Content Standards: 1.3-1.4</p> <p>Pillar: Social and Personality Standards Area: Social Content Standards: 1.1-1.3, 2.1-2.6</p> <p>Social Justice Standards: JU9-12.11-15</p>	<ul style="list-style-type: none">Analyze several examples of Holocaust memorials to see how the communities and individuals that designed them sought to shape future generations’ understanding of this history.Become familiar with the many choices artists and communities make in their commemorations about what aspects of a particular history are worth remembering and what parts are intentionally left out.		
Key Vocabulary	Allies, Yalta Conference, Nuremberg Trials, Displaced Person Act, UN Convention on the Prevention and Punishment of Genocide, Universal Declaration of Human Rights, justice, responsibility, international community, tribunal, trial, legacy, memorial, monument, commemoration		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	<p>NGSS Science Practices:</p> <ul style="list-style-type: none">Ask questions and defining problemsConstruct explanations and designing solutionsEngage in argument from evidence <p>ELA Reading:</p> <ul style="list-style-type: none">Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.Assess how point of view or purpose shapes the content and style of a text.Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Visual/Performing Arts:</p> <ul style="list-style-type: none">Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to this course is evident across all of the units included in this document. Throughout the course, issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are an integral part of every unit of the curriculum.		
Computer Science and Design Thinking	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECITION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.		
Differentiation			

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 4: Contemporary Human Rights Issues (8-10 Weeks)

Core Ideas	In this unit, students will explore relevant domestic and global issues from a human rights perspective.
Essential Questions	What human rights violations are happening in the world today? What responsibilities do governments and individuals have to uphold human rights? What is the proper balance between respect for state sovereignty and respect for human rights?
Enduring Understanding	Various types of human rights violations exist in our world today. Global citizens have a collective responsibility to better understand the world outside their own borders. Responses to human rights challenges vary across history and societies.
Practice	Developing Questions and Planning Inquires, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions

Performance Expectations	<ul style="list-style-type: none"> Identify various examples of human rights violations happening around the world today. Consider the responsibilities that governments have to uphold human rights. Consider issues related to balancing state sovereignty and respect for human rights. 		
Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
<p>NJSLS:</p> <p>6.1.12.HistoryCA.14.b 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.GeoHE.16.a 6.1.12.HistoryCC.16.b 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.GeoPP.5.a 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.HistoryCC.6.a 6.3.12.CivicsHR.1</p> <p>National Standards for High School Psychology Curricula: Pillar: Social and Personality Standards Area: Multiculturalism and Gender Content Standards: 1.3-1.4</p> <p>Pillar: Social and Personality Standards Area: Social Content Standards: 1.1-1.3, 2.1-2.6</p> <p><u>Social Justice Standards:</u> DI.9-12.6-10</p>	<ul style="list-style-type: none"> Identify various examples of human rights violations happening around the world today. Consider the responsibilities that governments have to uphold human rights. Consider issues related to balancing state sovereignty and respect for human rights. 	<ul style="list-style-type: none"> Universal Declaration of Human Rights Facing History and Ourselves Facing Ferguson: News Literacy in a Digital Age Facing History and Ourselves 	<ul style="list-style-type: none"> Facing History and Ourselves Holocaust and Human Behavior Facing History and Ourselves Teach — United States Holocaust Memorial Museum LESSON PLANS - AFT Human Rights Resources
Key Vocabulary	Human rights, civil rights, political rights, economic rights, social rights, cultural rights, women's rights, children's rights, LGBTQ+ rights, racial equality, ethnic minorities, religious freedom, migrant rights, refugee rights, asylum seekers, immigration policy, labor rights, workers; rights, climate change, poverty, health care access, education rights, disability rights, police brutality, mass incarceration, capital punishment, torture, war crimes, genocide		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	<p>NGSS Science Practices:</p> <ul style="list-style-type: none"> Ask questions and defining problems Construct explanations and designing solutions Engage in argument from evidence <p>ELA Reading:</p> <ul style="list-style-type: none"> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 		

	<ul style="list-style-type: none">Assess how point of view or purpose shapes the content and style of a text.Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Visual/Performing Arts:</p> <ul style="list-style-type: none">Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to this course is evident across all of the units included in this document. Throughout the course, issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are an integral part of every unit of the curriculum.			
Computer Science and Design Thinking	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECITION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problemsGraphic organizersMatched sentences or procedures with picturesAlternative presentation options1-2 sentence short responsesShortened written assignmentsModified testsProvide notes when student request	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notesGraphic organizerClear parameters and student workspaceTimer to monitor task and durationStudy guidesGuided notesChoices for alternative assignmentsStudents are asked to come for extra help to review/retake assessment and homework assignments	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaborationPartner or group work on skill development	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records and monitor their own learning progressMultiple assessments given in different domains, that showcase student interests, strengths, and needsUse multiple approaches to accelerate learning within and outside of the school settingUse enrichment options to extend and deepen learning opportunities within and outside of the school settingUse individualized learning options such as mentorships, internships, online courses, and independent study

	<ul style="list-style-type: none"> • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	
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Unit 5: Choosing to Participate (5-7 Weeks)

Core Ideas	This unit provides examples of individuals and groups who have chosen to speak out or take action to help achieve a more humane, just, compassionate world and a more democratic society. In turn, these stories encourage us to think about the ways we can participate as caring, thoughtful citizens in the world around us.			
Essential Questions	<p>What must individuals do and value in order to bring about a more humane, just, and compassionate world and a more democratic society?</p> <p>How do we determine the most effective way to make a difference in our neighborhoods, our nations, and the world? Which strategies are best for bringing about the changes we want to see?</p> <p>What does democracy need in order to survive? What tools do others use to sustain, maintain, and strengthen democracy?</p> <p>How does learning about history educate us about our responsibilities today?</p>			
Enduring Understanding	<p>Many kinds of people have taken action to make the world a more just and compassionate place.</p> <p>There are countless ways we can participate as caring citizens of the world.</p>			
Practice	Developing Questions and Planning Inquires, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions			
Performance Expectations	<ul style="list-style-type: none"> • Identify ways to bring about a more humane, just, and compassionate world and a more democratic society. • Determine the most effective way to make a difference in our neighborhoods, our nations, and the world. • Understand what tools others use to sustain, maintain, and strengthen democracy. • Understand how history educates us about our responsibilities today. • Identify a human right issue to take action on. • Determine the best way to take action on this issue effectively. 			
Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials	
NJSLS: 6.1.12.HistoryCA.14.b 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.GeoHE.16.a 6.1.12.HistoryCC.16.b 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.GeoPP.5.a 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a	<ul style="list-style-type: none"> • Identify ways to bring about a more humane, just, and compassionate world and a more democratic society. • Determine the most effective way to make a difference in our neighborhoods, our nations, and the world. • Understand what tools others use to sustain, maintain, and strengthen democracy. • Understand how history educates us about our responsibilities today. • Identify a human right issue to take action on. • Determine the best way to take action on this issue effectively. 	<ul style="list-style-type: none"> • Choosing to Participate Facing History and Ourselves • 10 Questions for Young Changemakers Facing History and Ourselves • Universal Declaration of Human Rights Facing History and Ourselves • Facing Ferguson: News Literacy in a Digital Age Facing History and Ourselves 	<ul style="list-style-type: none"> • Facing History and Ourselves • Holocaust and Human Behavior Facing History and Ourselves • LESSON PLANS - AFT Human Rights Resources • Teach — United States Holocaust Memorial Museum • Youth Activism - AFT Human Rights Resources • So Change It: A Guide for High School Youth Activists 	

6.2.12.EconGE.6.a 6.2.12.HistoryCC.6.a 6.3.12.CivicsHR.1 National Standards for High School Psychology Curricula: Pillar: Social and Personality Standards Area: Multiculturalism and Gender Content Standards: 1.3-1.4 Pillar: Social and Personality Standards Area: Social Content Standards: 1.1-1.3, 2.1-2.6 <u>Social Justice Standards:</u> AC.9-12.16-20			
Key Vocabulary	Citizenship, political participation, lobbying, political activism, grassroots movement, nonviolent resistance, civil disobedience, boycott, strike, picketing, demonstration, march, rally, petition, social justice, civil rights, community organizing, civic engagement, public service, volunteering, social responsibility, community building, intergenerational collaboration, civic dialogue, political literacy, citizen science, public accountability		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	<p>NGSS Science Practices:</p> <ul style="list-style-type: none"> • Ask questions and defining problems • Construct explanations and designing solutions • Engage in argument from evidence <p>ELA Reading:</p> <ul style="list-style-type: none"> • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and Ideas. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Assess how point of view or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Visual/Performing Arts:</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 		
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to this course is evident across all of the units included in this document. Throughout the course, issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are an integral part of every unit of the curriculum.		
Computer Science and Design Thinking	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).		
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.		

Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study