



**Human Rights Curriculum Guide
June 2022**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques,
strategies, and materials as per an individual student's
Individualized Educational Plan (IEP)*

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Origins of Human Rights
Time Frame	3 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

New Jersey Student Learning Standards - Social Studies - Grades 9-12

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies:

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Career Readiness Standards

Standard 9.4 Life Literacies and Key Skills. This standard outline 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit is intended for students to gain an understanding of the religious belief systems and philosophical ideas that developed in various places and times around the world, and that contributed to the development of human rights. This unit is also intended to introduce students to major crises in human rights in ancient and modern history, social movements that were established in response to these crises, and challenges to these movements fighting for human rights. This unit will also introduce students to the role that events related to World War II and the Holocaust contributed to the establishment of the United Nations, the

adoption of the Universal Declaration of Human Rights, and the fostering of an international consensus around the promotion and protection of human rights.

***This unit includes instruction that meets the NJ Commission of Holocaust Education Mandate.**

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address)

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism)

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide he arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering information

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data or other resources).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- How did various religious beliefs and philosophical ideas from around the world contribute to concepts of responsibility to act on behalf of others, and to the evolution of human rights?
- How did human rights develop as a concept that applies to all people, that transcends national borders and other culturally constructed barriers, and why is this essential in the application of a human rights framework?
- Why does the evolution of human rights often emerge from conflict, and why does the promotion of human rights often involve challenging a social, political, or cultural status quo?

Enduring Understandings

- The world’s major religions and philosophical movements provided visions for what ought to be, led to the development of ideals and normative standards, and promoted the concept of responsibility to act on behalf of others.
- Developments in modern history, such as the movement to abolish the international slave trade, or the response to the genocide known as the Holocaust, contributed to the establishment of an international consensus that human rights violations can be perpetrated by state actors, and that state actors could and should be held accountable by an international community to protect human rights within the borders of states.
- Traditional sources of power and vested interests have an inherent interest in maintaining a political, social, or cultural status quo, and will defend their power, often by undermining efforts to promote human rights.
- Gains in efforts to promote or protect human rights, often emerge from conflict, in which traditional sources of power and vested interests are forced to make concessions in the name of human rights.
- The Universal Declaration of Human Rights represents an international consensus that human rights are universal, indivisible, and inalienable.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to explain the role that a variety of world religions and philosophies have played in contributing to the development of human rights in history.
- Students will be able to describe major human rights problems in ancient and modern history, and the role that the responses to these crises played in further articulating human rights in concept and in practice.
- Students will be able to identify patterns in history, in which movements to promote and protect human rights are challenged by traditional sources of authority and vested interests.
- Students will be able to explain how the circumstances related to World War II and the Holocaust contributed to the establishment of the United Nations, the adoption of the Universal Declaration of Human Rights, and the establishment of an international consensus concerning the promotion and protection of human rights.

Assessments (Pre, Formative, Summative, Other)
*assessments with an **

Denote required common

- Pre-assessment on students' previous knowledge of human rights, historical content (courses taken, units covered, etc.), and student interests
- Formative: Readings, note-taking, online discussion and debate, student blogs and, student presentations on religious belief systems, philosophical developments, historical content related to human rights problems and developments (esp. the Holocaust and the establishment of the United Nations and adoption of the Universal Declaration of Human Rights)
- Formative: quizzes on key terms and concepts
- Summative: project, test, or essay on the origins of human rights

Benchmark:DBQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

**Section 1: The Origins of Human Rights
 (3 weeks for full section)**

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

Students will discuss and analyze the following questions both orally and in writing:

- How did various religious beliefs and philosophical ideas from around the world contribute to concepts of responsibility to act on behalf of others, and to the evolution of human rights?
- How did human rights develop as a concept that applies to all people, that transcends national borders and other culturally constructed barriers, and why is this essential in the application of a human rights framework?
- Why does the evolution of human rights often emerge from conflict, and why does the promotion of human rights often involve challenging a social, political, or cultural status quo?

Introduction: What are human rights? (1.5 Weeks)

- What is a human right activity

- Breakdown of concepts of human rights around the world
- Preconceived notions of human rights
- The history of human rights and how the world got to its current status
 - Human rights in ancient societies (Greek, Rome, Egypt)
 - Human rights in Western societies (Europe)
 - Human rights in Eastern societies (China, Japan, and India)
 - Human rights in Africa (pre and post imperialism)
 - Human rights for indigenous groups
- Human rights as a scaffolded event in history
- What key events are essential to the “modern” standard of human rights and what did they provide (i.e. the Enlightenment)
- The impact of conflict on human rights

The Modern Human Rights (1.5 Weeks):

- Analyze key events that built to the establish of UDHR
 - Breakdown major events of genocide including the Holocaust, Armenian Genocide, and Darfur
- The Universal Declaration of Human Rights breakdown and analysis
 - History of its creation and implementation
 - What is the impact of the document?
 - How do nations use the UDHR in the modern world
- Modern movements that have pushed for change in the views of human rights
- The empowerment of human rights on the world stage
- Country analysis of human rights activity/assessment

Differentiation Strategies

Textbook based on skill level
 Craft additional prompts to support reading and writing comprehension and extension
 Additional readings and resources provided for support and extension
 Guided reading questions
 Flexible groups based on formative assessment or student choice
 One:One conferring with teacher
 Choice of reading, when appropriate
 Differentiated checklists and rubrics (if appropriate)
 Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen, Third Edition*. Philadelphia: University of Pennsylvania Press, 2011.
- Micheline B. Ishay, ed. *The Human Rights Reader, Second Edition*. New York: Routledge, 2007.
- Audrey Osler, *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice*. New York: Teachers College Press, 2016.

- R. Brian Howe, *Empowering Children: Children's Rights Education as a Pathway to Citizenship*. Toronto: University of Toronto Press, 2005.
- Lynn Hunt, *Inventing Human Rights: A History*. New York: W. W. Norton, 2007.
- National Geographic, *Every Human Has Rights: A Photographic Declaration for Kids*. Washington D.C.: National Geographic, 2009.
- *Bringing Human Rights to Life* [DVD]. United for Human Rights, 2011.
- John Locke, *Two Treatises of Government*. Cambridge: Cambridge University Press, 1988.
- Jean-Jacques Rousseau, *The Social Contract*. London: Penguin, 1968.
- Henry David Thoreau, *Civil Disobedience and Other Essays*. New York: Dover Publications, 1993.
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*. Woodland, CA: Ancient Wisdom Publications, (entered into Congress, 1845).
- Karl Marx & Friedrich Engels, *The Communist Manifesto*. New York: International Publishers, 1948.
- Lorie Jenkins McElroy, ed. *Voices of the Holocaust*. Detroit: U-X-L - Gale, 1998.
- Primo Levi, *Survival in Auschwitz*. New York: Touchstone - Simon & Schuster, 1996.
- Hannah Arendt, *The Human Condition*. New York: Doubleday Anchor Books, 1959.
- *The Holocaust and Genocide: The Betrayal of Humanity (A Curriculum Guide for Grades 9-12)*. New Jersey Commission on Holocaust Education, 2003.
- [NJ Commission on Holocaust Education](#)

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Institutional & Legal Framework for Human Rights
Time Frame	2 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

New Jersey Student Learning Standards - Social Studies - Grades 9-12

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies:

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 8.2 Design Thinking Standard:

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

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit is intended to introduce students to the institutional and legal framework that has been developed and exists today to promote and protect human rights. This would include the structure and role of the United Nations, the Universal Declaration of Human Rights, and subsequent international human rights covenants. This would also include independently run non-governmental organizations (NGOs), and their role in holding governments and other institutions accountable for promoting and protecting human rights.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present competing viewpoints

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- Why does a human rights framework necessarily transcend national borders? Why are human rights universal?
- What role do international institutions, such as the UN and non-governmental organizations (NGOs), perform in promoting and protecting human rights in the world today? Why are these international institutions essential in promoting and protecting human rights?
- Why is an actively engaged citizenry necessary for promoting and protecting human rights, and in what ways can people mobilize and work through international institutions to promote and protect human rights?

Enduring Understandings

- The Universal Declaration of Human Rights represents an international consensus that human rights are universal, indivisible, and inalienable.
- International institutions, such as the United Nations, and non-governmental organizations (NGOs), exist to promote and protect human rights, based on historical knowledge that state actors can be complicit in human rights abuses. International institutions exist to intervene in cases in which powerful interests, such as state, or transnational, actors are responsible for human rights violations.
- An actively engaged citizenry - at local, national, and global levels - is essential for promoting and protecting human rights, because it is citizens who can be critically aware of human rights issues, can hold state and transnational actors accountable for human rights issues, and can participate in, and provide support for international institutions dedicated to human rights.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to describe the role of the United Nations in promoting and protecting human rights, the structure of the United Nations and which departments/committees are dedicated to promoting and protecting human rights, and the development and parts of international covenants on human rights.
- Students will be able to evaluate the strength and limitations of the United Nations in its ability to promote and protect human rights, and develop potential solutions to addressing limitations.
- Students will be able to describe the role of non-governmental organizations (NGOs) in promoting and protecting human rights, and identify major NGOs actively engaged in human rights issues today.
- Students will be able to identify ways by which they can participate in the efforts of international institutions, national/state/local governments, and NGOs to promote and protect human rights.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

Pre:
 Informal check-in on content knowledge (evolution of human rights, UN, UDHR) from previous unit
 K-W-L Chart

Formative:
 Writing prompts on current events and connected topics
 Assessments on key terms and concepts from section
 Oral and online discussions and debates on concepts and events discussed throughout the sections

Summative:
 In-class unit assessment which assesses student knowledge of key concepts, ideas, and skills discussed in class, with application of content to a contemporary issue

Benchmark: DBQ*
 Common Final Exam*
 Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Section 2: Institutional & Legal Framework for Human Rights

<p><i>Activities</i></p>	<p>(2 weeks for full section)</p> <p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects</p> <p>Students will discuss and analyze the following questions both orally and in writing:</p> <ul style="list-style-type: none"> ● Why does a human rights framework necessarily transcend national borders? Why are human rights universal? ● What role do international institutions, such as the UN and non-governmental organizations (NGOs), perform in promoting and protecting human rights in the world today? Why are these international institutions essential in promoting and protecting human rights? ● Why is an actively engaged citizenry necessary for promoting and protecting human rights, and in what ways can people mobilize and work through international institutions to promote and protect human rights? <p>The Framework of Human Rights: (2 Weeks)</p> <ul style="list-style-type: none"> ● The universality of human rights in relation to national borders: <ul style="list-style-type: none"> ○ Compare and contrast the need for universal rights and the right of the sovereignty of a nation ● The role of the United Nations in the application of human rights <ul style="list-style-type: none"> ○ The Human Rights Council ○ An analysis of other NGOs role in the application of universal human rights ● Current event analysis of human rights violations <ul style="list-style-type: none"> ○ How do agencies aimed at protecting human rights respond ○ The successes and the failures of upholding the standard of human rights ● The Supremacy of Power in regards to human rights <ul style="list-style-type: none"> ○ Analyze powerful nations (politically, socially, and economically) in relation to their actions on human rights ○ The framework of an individual nations human rights ● The role of the citizen in human rights <ul style="list-style-type: none"> ○ Does a government need to exist in order for human rights to exist? ○ The mobilization of the public in response to human rights atrocities ○ How does the individual champion the cause of human rights
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p>

Differentiated checklists and rubrics (if appropriate)
Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen, Third Edition*. Philadelphia: University of Pennsylvania Press, 2011.
- Micheline B. Ishay, ed. *The Human Rights Reader, Second Edition*. New York: Routledge, 2007.
- *Understanding the United Nations*. Minneapolis: United Nations Association of Minnesota, 1999.
- Audrey Osler, *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice*. New York: Teachers College Press, 2016.
- R. Brian Howe, *Empowering Children: Children's Rights Education as a Pathway to Citizenship*. Toronto: University of Toronto Press, 2005.
- *Genocide: Instructional Guide*. The New Jersey Coalition for Darfur, 2006.
- National Geographic, *Every Human Has Rights: A Photographic Declaration for Kids*. Washington D.C.: National Geographic, 2009.
- *Bringing Human Rights to Life* [DVD]. United for Human Rights, 2011.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Problems in History: Reframing as Human Rights
Time Frame	3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Social Studies Practices</p> <p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p>New Jersey Student Learning Standards - Social Studies - Grades 9-12</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies:</p> <p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Summary	
<p>This unit is intended to take historical events throughout different periods and reframe them through the lens of human rights. This will be done in order to create a fuller understanding of how history is a struggle against abuses of people and power. This unit will also focus upon how the grassroots organizations and movements push and gain traction in changing the way the majority see and act upon human rights and their abuses. This unit will also look and analyze the push and pull factors of those grassroots movements in relation to those in power. This will see a breakdown of these traditional sources of power and an overall look at how power can create gains and losses in human rights.</p>	
Standard Number(s)	
<p>Social Studies Practices</p> <ol style="list-style-type: none"> 1. Developing Questions and Planning Inquiry 	

2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

worldwide.

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address)

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs)

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism)

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide

6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- How can major events in history be re-framed, and understood, through a human rights lens, even if the human rights framework is applied retroactively? How does this re-framing of human rights issues in history contribute to an understanding of human rights?
- What role have grassroots movements played throughout history in addressing human rights issues?
- How have traditional sources of power and vested interests reacted to attempts at addressing human rights issues, and what role has conflict played in allowing human rights-oriented policies to prevail?

Enduring Understandings

- A majority of human beings throughout world history have experienced human rights abuses. A re-framing of problems that people dealt with in history as human rights issues can help contribute to an understanding of human rights as universal, in terms of time and place.
- Grassroots movements, that are based on religious beliefs, philosophical ideas, or on addressing specific concerns, have provided the catalyst to change, in terms of people's thinking and action, that have brought about gains in human rights.
- Traditional sources of power and vested interests often react by trying to oppose attempts to promote or protect human rights, and will use a variety of means to try and counter attempts to promote or protect human rights.
- Gains in human rights, such as policy changes, have typically emerged as a result of conflict between forces advocating human rights, and forces protecting a status quo.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

		21 st Century Skills	
X	Global Awareness		Creativity and Innovation
	Environmental Literacy	T	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to apply understanding of human rights to specific problems in history, and evaluate the extent to which, and the ways in which, the identified problem in history could be considered a human rights issue.
- Students will be able to explain the response of groups of people to address human rights issues, the challenges they faced, and evaluate the extent to which they were successful in their efforts to promote and protect human rights.
- Students will be able to describe patterns in history in which human rights issues had developed, by which people tried to address these issues, by which traditional sources of authority resisted efforts to address these issues, and the means by which gains in human rights were achieved or not achieved.

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

- Pre: Survey students for knowledge & interest in historical topics covered in previous/concurrent social studies coursework.
- Formative: Readings, note-taking, oral and online discussion on historical content related to human rights problems and developments (esp. the Holocaust and the establishment of the United Nations and adoption of the Universal Declaration of Human Rights)
- Summative: Student group projects/presentations: students apply human rights concepts to their understanding of a historical development; DBQ

Benchmark:DBQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

Section 3: Problems in History: Reframing as Human Rights (3 weeks for full section)

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

Students will discuss and analyze the following questions both orally and in writing:

- How can major events in history be re-framed, and understood, through a human rights lens, even if the human rights framework is applied retroactively? How does this re-framing of human rights issues in history contribute to an understanding of human rights?

- What role have grassroots movements played throughout history in addressing human rights issues?
- How have traditional sources of power and vested interests reacted to attempts at addressing human rights issues, and what role has conflict played in allowing human rights-oriented policies to prevail?

Analyzing Political Problems as an Advancement of Human Rights: (1 Week)

- Breakdown key political movements throughout history in order to better understand the role of human rights:
- Discuss and debate which historical events provided the basic building blocks and foundations of the human rights movement
- Compare and contrast the evolution of grassroots movements within political events (ex: the American Revolution)
- Cause and effect analysis: How does power respond to these political events and does it progress or regress the evolution of human rights

Analyzing Economic Problems as an Advancement of Human Rights: (1 Week)

- Breakdown key economic movements throughout history in order to better understand the role of human rights:
- Discuss and debate which historical events provided the basic building blocks and foundations of the human rights movement
- Compare and contrast the evolution of grassroots movements within economic problems (ex: the rise of Marxism)
- Cause and effect analysis: How does power respond to these economic events and does it progress or regress the evolution of human rights

Analyzing Cultural Problems as an Advancement of Human Rights: (1 Week)

- Breakdown key cultural movements throughout history in order to better understand the role of human rights:
- Discuss and debate which historical events provided the basic building blocks and foundations of the human rights movement
- Compare and contrast the evolution of grassroots movements within cultural events (ex: humanists in the Renaissance)
- Cause and effect analysis: How does power respond to these cultural events and does it progress or regress the evolution of human rights

Differentiation Strategies

Textbook based on skill level
 Craft additional prompts to support reading and writing comprehension and extension
 Additional readings and resources provided for support and extension
 Guided reading questions
 Flexible groups based on formative assessment or student choice
 One:One conferring with teacher
 Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)
Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen, Third Edition*. Philadelphia: University of Pennsylvania Press, 2011.
- Micheline B. Ishay, ed. *The Human Rights Reader, Second Edition*. New York: Routledge, 2007.
- Audrey Osler, *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice*. New York: Teachers College Press, 2016.
- Lorie Jenkins McElroy, ed. *Voices of the Holocaust*. Detroit: U-X-L - Gale, 1998.
- Primo Levi, *Survival in Auschwitz*. New York: Touchstone - Simon & Schuster, 1996.
- *Genocide: Instructional Guide*. The New Jersey Coalition for Darfur, 2006.
- *The Holocaust and Genocide: The Betrayal of Humanity (A Curriculum Guide for Grades 9-12)*. New Jersey Commission on Holocaust Education, 2003.
- Martin Luther King, Jr., *Why We Can't Wait*. New York: Harper & Row, 1964.
- John Hersey, *Hiroshima*. New York: Vantage - Random House, 1989.
- Frantz Fanon, *A Dying Colonialism*. New York: Grove Press, 1965.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Contemporary Issues: Civil & Political Rights
Time Frame	2 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

New Jersey Student Learning Standards - Social Studies - Grades 9-12

***This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

***This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies:

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century:

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness Standards

Standard 9.4 Life Literacies and Key Skills. This standard outline 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit is designed to allow students to apply content knowledge of human rights to contemporary issues in the world today, specifically those issues related to civil and political rights. Students will use content knowledge to identify problems in human rights, to identify parties responsible for said human rights problems, and to determine possible means of recourse to address said problems. Instructors should have the flexibility of designing instruction that responds to global developments of concern, and that responds to student interest.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- What is the historical context from which political and civil rights emerge, and how are they defined as categories of human rights?
- What legal framework(s) exist today for protecting political and civil rights?
- What are some major challenges to political and civil rights that exist in the world today? What role can international institutions, with the help of an actively engaged citizenry, play in addressing these challenges?

Enduring Understandings

- Political and civil rights are concepts that have roots in a variety of global religious belief systems and philosophical movements, and developments in 18th-century Europe, provided a catalyst into formal codification of these rights as policy.
- Political and civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil and political life of the state without discrimination or repression.
- Despite an international framework, and a variety of state-based protections of political and civil rights, the protection of these rights is not necessarily guaranteed, and can be challenged at any time.
- International institutions, such as the United Nations, and non-governmental organizations (NGOs), can help coordinate people and resources to promote and protect civil and political rights and help resist challenges to these rights today.

In this unit plan, the following 21st Century themes and skills are addressed.

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>	
X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to understand and discuss the foundations of civil and political human rights in relation to religious and philosophical movements
- Students will be able to discuss how civil and political rights are distinct and separate from economic, social, and cultural rights
- Students will be able to compare and contrast different civil and political rights including people's ability to participate in political life and unwarranted infringement by the government
- Students will be able to discuss and debate the conflict between an international framework for civil and political human rights and the problems that arise on national level
- Students will be able to compare the actions of both the United Nations and a variety of NGO's in regards to protecting people's civil and political rights

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

- Pre: Survey students for knowledge & interest in contemporary issues related to civil & political rights, K-W-L Chart
- Formative: Readings, note-taking, oral and online discussion on contemporary issues related to human rights problems and developments re: civil & political rights
- Summative: Student group projects/presentations: students apply human rights concepts to their understanding of a contemporary issue in civil & political rights; DBQ

Benchmark:DBQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

Section 4: Contemporary Issues: Civil & Political Rights (2 weeks for full section)

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

Students will discuss and analyze the following questions both orally and in writing:

- What is the historical context from which political and civil rights emerge, and how are they defined as categories of human rights?
- What legal framework(s) exist today for protecting political and civil rights?
- What are some major challenges to political and civil rights that exist in the world today? What role can international institutions, with the help of an actively engaged citizenry, play in addressing these challenges?

Understanding Civil & Political Rights: (2 Weeks)

- Breakdown the “modern” civil and political human rights and trace them back to their origins
 - Enlightenment and its impact
 - The expansion and evolution of people included in civil and political human rights (ex: women)
- Primary and secondary source analysis of key legal frameworks for protecting political and civil rights
- De Facto vs. De Jure rights and the relation to the establishment of human rights
- What circumstances create political and civil rights movements and how do they succeed?
 - Analyze movements around the world (ex: Women’s Suffrage, African American Rights, Apartheid)
 - Successful movements vs. Unsuccessful movements and their qualities
- Current day challenges on human rights and the evolution of agencies and groups in order to respond and act upon those changes
- The role of the individual, the government, the nation, and global community in responding to actions against the universality of political and civil rights
- Political and Civil Rights debate and analysis activity

Differentiation Strategies

Textbook based on skill level
 Craft additional prompts to support reading and writing comprehension and extension
 Additional readings and resources provided for support and extension
 Guided reading questions
 Flexible groups based on formative assessment or student choice
 One:One conferring with teacher
 Choice of reading, when appropriate
 Differentiated checklists and rubrics (if appropriate)
 Level of independence
[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

Resources

- Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen, Third Edition*. Philadelphia: University of Pennsylvania Press, 2011.
- Micheline B. Ishay, ed. *The Human Rights Reader, Second Edition*. New York: Routledge, 2007.
- Audrey Osler, *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice*. New York: Teachers College Press, 2016.
- R. Brian Howe, *Empowering Children: Children's Rights Education as a Pathway to Citizenship*. Toronto: University of Toronto Press, 2005.
- *Understanding the United Nations*. Minneapolis: United Nations Association of Minnesota, 1999.
- *Genocide: Instructional Guide*. The New Jersey Coalition for Darfur, 2006.
- Malala Yousafzai, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. New York: Back Bay Books - Little, Brown and Company, 2015.
- Mohammad Sabaaneh, *White and Black: Political Cartoons from Palestine*. Charlottesville, VA: Just World Books, 2017.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Contemporary Issues: Social, Economic, & Cultural Rights
Time Frame	2 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Social Studies Practices</p> <p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<p>New Jersey Student Learning Standards - Social Studies - Grades 9-12</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge</p>	

and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century:

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness Standards

Standard 9.4 Life Literacies and Key Skills. This standard outline 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit will focus on expanding students understandings of human rights in relation to social, economic, and cultural rights. Students will work on analyzing the foundation of what are social, economic, and cultural rights and how they are connected to human rights. This unit will also breakdown what protections and framework exist in order to maintain and protect the social, economic, and cultural rights. Students will be able to understand and discuss the successes and failures of establishing these types of human rights as well as assessing the challenges that appear to push against these types of human rights. This unit will also look at institutions and groups who work on behalf of of the public in addressing these challenges by actively engaging with the citizenry and the government.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- What is the historical context from which social, economic, and cultural rights emerge, and how are they defined as categories of human rights?
- What legal framework(s) exist today for protecting social, economic, and cultural rights?
- What are some major challenges to social, economic, and cultural rights that exist in the world today?
- What role can international institutions, with the help of an actively engaged citizenry, play in addressing these challenges?

Enduring Understandings

- Social, economic, and cultural rights are concepts that have roots in a variety of global religious belief systems and philosophical movements, but developments in the 19th- and 20th centuries, provided a catalyst into formal codification of these rights as policy. However, these rights still face challenges to such codification by a number of powerful global actors.
- Social, economic, and cultural rights concern the basic social and economic conditions needed to live a life of dignity and freedom, relating to work and workers' rights, social security, health, education, food, water, housing, healthy environment, and culture.
- Despite an international framework, and a variety of state-based protections of social, economic, and cultural rights, the protection of these rights is not necessarily guaranteed, and can be challenged at any time. Moreover, it is these categories of rights that are often contested in today's political and cultural discourse.
- International institutions, such as the United Nations, and non-governmental organizations (NGOs), can help coordinate people and resources to promote and protect social, economic, and cultural rights and help resist challenges to these rights today.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to understand and discuss the foundations of social, cultural, and economic in relation to religious and philosophical movements
- Students will be able to discuss how social, economic, and cultural rights are distinct and separate from political human rights
- Students will be able to compare and contrast different social, economic, and cultural human rights including workers' rights, health care, housing, dignity, education, and income
- Students will be able to discuss and debate the conflict between an international framework for economic, social and cultural human rights and the problems that arise on national level
- Students will be able to compare the actions of both the United Nations and a variety of NGO's in regards to protecting people's social, economic, and cultural rights

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

- Pre: Survey students for knowledge & interest in contemporary issues related to social, economic, and/or cultural rights
- Formative: Readings, note-taking, oral and online discussion on contemporary issues related to human rights problems and developments re: social, economic, and/or cultural
- Summative: Student group projects/presentations: students apply human rights concepts to their understanding of a contemporary issue in social, economic, and/or cultural; DBQ

Benchmark:DBQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

Section 4: Contemporary Issues: Social, Economic, and Cultural Rights (2 weeks for full section)

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

Students will discuss and analyze the following questions both orally and in writing:

- What is the historical context from which social, economic, and cultural rights emerge, and how are they defined as categories of human rights?
- What legal framework(s) exist today for protecting social, economic, and cultural rights?
- What are some major challenges to social, economic, and cultural rights that exist in the world today? What role can international institutions, with the help of an actively engaged citizenry, play in addressing these challenges?

Understanding Social, Economic, and Cultural Rights: (2 Weeks)

- Breakdown the "modern" social, economic, and cultural human rights and trace them back to their origins
 - Enlightenment/Industrial Revolution/Post-Colonialism and its impact

	<ul style="list-style-type: none"> ○ The expansion and evolution of people included in social, economic, and cultural rights ● Primary and secondary source analysis of key legal frameworks for protecting social, economic, and cultural rights ● De Facto vs. De Jure rights and the relation to the establishment of human rights ● What circumstances create social, economic, and cultural rights movements and how do they succeed? <ul style="list-style-type: none"> ○ Analyze movements around the world (ex: LGBTQ, Sunni vs. Shi'a Muslims, etc.) ○ Successful movements vs. Unsuccessful movements and their qualities ● Current day challenges on human rights and the evolution of agencies and groups in order to respond and act upon those changes ● The role of the individual, the government, the nation, and global community in responding to actions against the universality of social, economic, and cultural rights ● Social, Economic, and Cultural Rights debate and analysis activity
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<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
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<p>Resources</p>	<ul style="list-style-type: none"> ● Micheline B. Ishay, ed. <i>The Human Rights Reader, Second Edition</i>. New York: Routledge, 2007. ● <i>Understanding the United Nations</i>. Minneapolis: United Nations Association of Minnesota, 1999. ● Audrey Osler, <i>Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice</i>. New York: Teachers College Press, 2016. ● R. Brian Howe, <i>Empowering Children: Children's Rights Education as a Pathway to Citizenship</i>. Toronto: University of Toronto Press, 2005. ● Bill Bigelow & Bob Peterson, ed. <i>Rethinking Globalization: Teaching for Justice in an Unjust World</i>. Milwaukee: Rethinking Schools, 2002. ● Bill Bigelow & Tim Swinehart, ed. <i>A People's Curriculum for the Earth</i>. Milwaukee: Rethinking Schools, 2015.
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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Social Studies / Grades 9 - 12 / Human Rights
Unit Plan Title:	Service Learning & Human Rights
Time Frame	4 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

New Jersey Student Learning Standards - Social Studies - Grades 9-12

6.2 World History/Global Studies:

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century:

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Career Readiness Standards

Standard 9.4 Life Literacies and Key Skills. This standard outline 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.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Summary

This unit is designed to give students access to learning experiences that allow them to practice and apply human rights-oriented knowledge, skills, and values in a real world context that both encourages them to see the connection between their classroom learning and engagement with their larger context, but also to actually be engaged in the work of exercising and protecting human rights as they learn. Instructors should introduce students to a formal process by which students can identify a human rights issue of concern to them, develop a plan to research and investigate said human rights issue, and then, based on research

findings, develop a plan of action to address that human rights issue. This unit serves to provide an extension for classroom-based instruction in human rights that provides a path to more fully attaining the goals of human rights education, through the practice of active citizenship.

Standard Number(s)

Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Actions

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Essential Question(s)

- What means can people, especially students, use to identify human rights issues in their world, nation, or local community? How can people determine if an issue is a human rights issue?
- What are appropriate methods people can use to research or investigate human rights issues? Why is a critical awareness of sources and credibility of information an important part of the research process?
- What are effective and appropriate ways to take action in response to a human rights issue?

Enduring Understandings

- People have a variety of means by which they can identify human rights issues. More importantly, the universality of human rights means that human rights issues can exist in remote parts of the world, as well as in one's own community. People can use the Universal Declaration of Human Rights as a "litmus test" by which problems can be measured and defined as human rights issues.
- Critical awareness of source information and credibility is essential in determining, with a degree of accuracy and objectivity, the existence and/or nature of human rights issues. People can use already published materials, or conduct their own studies, to establish an understanding of a potential human rights issue.
- People can take action in a variety of ways to address human rights issues, such as establishing, leading, and/or joining campaigns, that can use existing legal frameworks and/or take direct action to confront sources of power that can create and enforce policy change to promote and protect human rights.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to identify and understand human rights issues through a variety of means and actions

- Students will be able to use the Universal Declaration of Human Rights as a litmus test in order to measure and understand potential human rights issues around the world and in one's own community
- Students will be able to critically analyze and assess the credibility of information in regards to human rights
- Students will be able to compare and contrast the variety of ways and means an individual can address human rights
- Students will be able to synthesis a variety of actions based on understanding the existing legal frameworks and how they can influence policy change

Assessments (Pre, Formative, Summative, Other) assessments with an *

Denote required common

- Pre-assessments: "Taking the Human Rights Temperature of Your School," issue identification, team/group work building, K-W-L Chart
- Formative assessments: quiz on research methods, student development of research question(s) and method(s), student development and implementation of action plan
- Summative assessments: presentation of student research findings (in writing, presentation, etc.), culmination of action plan, self- and group reflection

Benchmark:DBQ*

Common Final Exam*

Alternative: Student Project Choice: Video, Presentation, Research Paper

Teaching and Learning Activities

Activities

Section 6: Service Learning for Human Rights (4 weeks for full section)

Class discussion, small group discussion, self- and team-grading, simulation activities, group-based research and fieldwork, group-based action plan development and implementation

Team-Building & Problem Identification: (1 Week)

- Exercises in teamwork and group-decision making
- "Taking the Human Rights Temperature of Your School"
- Problem identification exercise and worksheet: students identify a specific human rights issue in their community (local, national, or global - local is encouraged)

Research & Investigate the Issue: (1.5 Weeks)

- Reading and/or lecture on research methods & critical media literacy
- Groups build consensus on choosing research methods - exercise and worksheet
- Breakout sessions on specific research methods: accessing published reports, conducting focus groups, conducting interviews, administering surveys, etc.
- Groups develop detailed plans for research, including focus group, interview, or survey questions, potential hypotheses, etc.

	<ul style="list-style-type: none"> ● Exercise on research & data analysis / groups analyze research findings to develop and record conclusions <p>Taking Action: (1.5 Weeks)</p> <ul style="list-style-type: none"> ● Instruction & class discussion about possible courses of action ● Groups decide on recommendations for and plans of action ● Breakout sessions with groups on tools and resources for achieving action plans: portraits & skits, messaging & marketing, presentation tools, etc. ● Culminating action based on group-chosen plans
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<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
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Resources

- David Shiman & Kristi Rudelius-Palmer, "[Taking the Human Rights Temperature of Your School.](#)" Minneapolis: University of Minnesota Human Rights Resource Center, 1999.
- [Youth Engaged in Leadership & Learning \(YELL\): A Handbook for Program Staff, Teachers, and Community Leaders.](#) Stanford, CA: John W. Gardner Center for Youth and Their Communities, 2007.
- *Project Citizen.* Calabasas, CA: Center for Civic Education.
- "[Service Learning: Lesson Plans and Projects.](#)" London: Amnesty International, 2007.
- [YPAR Hub.](#) Oakland, CA: University of California Board of Regents.
- Audrey Osler, *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice.* New York: Teachers College Press, 2016.
- R. Brian Howe, *Empowering Children: Children's Rights Education as a Pathway to Citizenship.* Toronto: University of Toronto Press, 2005.
- [National Youth Leadership Council.](#)
- [Mikva Challenge.](#)
- Rahima C. Wade, *Community Action Rooted in History: The CiviConnections Model of Service Learning.* Silver Spring, MD: National Council for Social Studies, 2007.
- "[Becoming a Human Rights Friendly School: A Guide for Schools Around the World.](#)" London: Amnesty International, 2012.
- *International Human Rights and a New Jersey Perspective: Learner's Guide.* Seton Hall University School of Law & The New Jersey State Bar Foundation.

