Curriculum Sample Template
Max. 8 Pages

Grade Level	12th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 12A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively. • Students have completed a Holocaust unit in their AP History course. • Students have a strong understanding of figurative and rhetorical language and are able to independently annotate for it.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**Writing Standards (W)** Reading Standards for Informational Text (RI) Craft and Structure #4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).		
Materials/Resources Needed	• Chromebooks • Copies of Elie Wiesel's "The Perils of Indifference" • Video of Elie Wiesel's speech: http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/The-Perils-of-Indifference/7390 • Summative assessment copies • God Grew Tired of Us documentary • Materials for 'Indifference Circuit' • Kitty Geniovese reading from Opening Skinner's Box		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	1. Teacher guides students through a 'close reading' protocol of Elie Wiesel's "The Perils of Indifference": *1st **read** – facilitate student annotation of text (noting claims, counterclaims, rebuttals, and ethos of writer) *Have students **write & discuss** first impressions *2nd **read** –model prosody during teacher read-aloud *3rd **read** –teacher screens video of Wiesel giving the speech and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it	1. Students participate in a 'close reading' protocol of Elie Wiesel's "The Perils of Indifference": *1st **read** – annotate text marking claims, counter claims, rebuttals, and ethos of writer ***Write & discuss** first impressions *2nd **read** – students find more info during teacher read-aloud *3rd **read** – students improve their annotation attempt during screens video of Wiesel giving the speech with annotation modeling *Answer **text-dependent questions** ***Write** about it
2	1. Ask a guiding question: HOW IS THE DEFINITION OF INDIFFERENCE DEVELOPED OVER THE SPEECH? and prompt students to research this in pairs. 2. Have pairs report out to the whole group and come to consensus a whole-class 'Definition Timeline' for indifference. 3. Asks a guiding question: WHY DO GOOD PEOPLE SOMETIMES NOT HELP OTHERS IN A CRISIS, ALTHOUGH THEY ARE NOT INDIFFERENT? 4. Teacher shares Kitty Geniovese 'Diffusion of Responsibility' reading to explore a danger of social psychology. 5. Teacher poses final guiding question: DO YOU AGREE WITH WEISEL'S DEVELOPMENT OF THE TERM INDIFFERENCE THROUGHOUT THE SPEECH? DOES IT EXPLAIN THE BEHAVIOR OF THE 'MUSELMANNER'? THE US GOVERNMENT'S HANDLING OF THE ST. LOUIS REFUGEES? Have students explain their thoughts.	1. In pairs, research the evolution of the word INDIFFERENCE throughout the course of Wiesel's speech. 2. Participate in a whole-class discussion about the evolution of the definition of indifference throughout the speech and design a 'Definition Timeline' 3. Students contribute to a whole-class discussion about impediments to acting in a time of crisis. 4. Students read Kitty Geniovese excerpt from <u>Opening Skinner's Box</u> and participate in a discussion about the 'diffusion of responsibility' phenomenon and explore how to combat it. 5. Students participate in a discussion about Weisel's development of the term 'indifference' and argue whether or not it truly explains the examples he gave.
3	1.The teacher will facilitate an 'action and/or inaction' circuit around the theme of indifference. In groups of four, the teacher will guide students to analyze 'texts' at prepared	1. Students will participate in an 'action and/or inaction' circuit and analyze human behavior. 2. Students will participate in a whole-group discussion about

	stations that provide documentary clips, movie clips, and memoir excerpts meant to highlight action or inaction in the context of a moral context. Excerpts are provided from: *Schindler's List *Maus *I Survived Rumbuli *Hotel Rwanda *The Killing Fields *The Devil Came on Horseback *Night *The Sunflower 2. Wiesel makes a bold statement: "Society was composed of three categories of people: killers, victims, and bystanders". Teacher asks students to provide any exceptions to this theory that they witnessed during the circuit.	Wiesel's bold statement and provide evidence to substantiate or challenge his claim.
4	1. Teacher projects the third-to-last and second-to-last paragraphs of Wiesel's speech and facilitates a whole-class discussion during which she prompts students to answer the questions he poses about humanity's evolution. 2.Teacher screens extended excerpt from God Grew Tired of Us, chronicling the experience of genocide survivors (The Lost Boys) of Sudan. 3. Teacher, again, projects the third-to-last and second-to-last paragraphs of Wiesel's speech and reignites the discussion from the start of class in the context of Sudan.	1. Students engage in a whole-class discussion about the end of Wiesel's speech and the evolution of humanity. 2. Students view the initial half of God Grew Tired of Us. 3. Students reengage in the discussion that started the class in light of the Sudanese context.
5	1. Administer the summative assessment.	1. Complete the summative assessment independently.

Analysis Summative Assessment

Reading Standards for Informational Text (RI)
Craft and Structure
#4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

Essential Student Question: Can you determine meanings of words/phrases as used in texts and analyze how they are refined over the course of an entire text?

***Students are provided with copies of Elie Wiesel's 2004 Speech "On the Atrocities in Sudan" and asked to use the text to answer the questions below:**

1. To whom do you think Wiesel is referring when he mentions 'the so-called civilized world' at the start of his comments about Sudan?
   a. developed countries who are actively engaged in fighting wars
   b. underdeveloped countries who are unable to achieve basic survival standards
   c. developed countries with the knowledge and means to stop the Darfurian genocide, but don't
   d. international relief organizations who are involved but fail to prevent crimes against humanity

2. What words does Wiesel use to describe the motivation of those who are aware of the genocide in Sudan but do nothing?
   a. passivity, indifference, apathy
   b. pain, suffering, agony
   c. humiliation, hunger, death
   d. horror, violence, disease

3. What is the important, connotative difference between 'akhikha' and 'réakha', and what does it reveal about Wiesel's thinking?
   a. his commitment to ensuring that revisionists are not able to 'rewrite' history and claim the German Holocaust did not happen
   b. his equal concern for the dignity and lives of all people in the world who are victimized, not solely survivors of the German Holocaust
   c. how deeply entrenched his thinking about the current world is in his own personal religion, culture, and languge
   d. that he has prioritized his work about the German Holocaust over others in Cambodia, Rwanda, Bosnia, and Sudan

4. Wiesel uses the words 'prisons, killing fields, and cemeteries' to describe events in Cambodia, Yugoslavia, Rwanda, and Sudan. What impact does this word choice have on his argument?
   a. They all denote situations in which killing is the inevitable end-game to communicate a sense of urgency.
   b. They are analogies that attempt to communicate the humanitarian similarities of all four tragedies.
   c. They provide vivid imagery to motivate people to act.
   d. They invoke strong, negative images that have urgent, lethal connotations to break through people's indifference.

5. Wiesel utilizes a series of rhetorical questions: “How can a citizen of a free country not pay attention? How can anyone, anywhere not feel outraged? How can a person, whether religious or secular, not be moved by compassion? And above all, how can anyone who remembers remain silent?” Why does he pose these questions specifically?
   a. to communicate his complete disgust about indifference to colossal human rights violations
   b. to prompt people to commit to his perspective at a conceptual level in order to draw them into his overall perspective
   c. to elicit actual responses from his audience and make the speech more of a Q&A session
   d. to chastise his audience for not being aggressive enough about preventing genocides around the world

6. Which statement makes the listener think that Wiesel does not, in fact, weigh the Sudanese experience equally with his own?
   a. “How can we reproach the indifference of non-Jews to Jewish suffering if we remain indifferent to another people’s plight?”
   b. “All are entitled to live with dignity and hope. All are entitled to live without fear and pain.”
   c. “As a Jew who does not compare any event to the Holocaust, I feel concerned and challenged by the Sudanese tragedy.”
   d. “They informed me that two million Sudanese had already died.”

7. What could a reader infer from Wiesel’s description of the atrocities in Sudan, not as a ‘holocaust’ or ‘genocide’, but ‘tragedy’?
   a. that personal connection prevents him from equating Sudan’s ‘tragedy’ to the ‘Holocaust’ he personally survived
   b. that he believes that the Sudanese situation is particularly tragic because the civilized world could have stopped it
   c. that he questions the validity of the genocide claim in Sudan because of its civil unrest in which both sides are aggressors
   d. that he does not know how to compare the two historic events because they are so very different in scope and detail

8. Wiesel asks the question of Sudan, “Will the plague be allowed to spread?” What does his word choice intimate about his beliefs about the progression of genocide across the globe?
   a. If it is left unchecked by the international community, it expands and spreads.
   b. Genocide has a ‘contagious’ element to it; if it is allowed in one area of the world, other areas will take note and attempt it.
   c. That this ‘plague’ is much easier to stop at its source, and much more difficult to contain as it spreads.
   d. These tragedies are sanctioned by the inaction of international organizations and capable nations.

9. The fact that Wiesel addresses his audience initially by saying, “Those who, like you my friends, try to break the walls of their apathy deserve everyone’s support and solidarity” reveals what fundamental problem about the speech that day? Which idiom best suits this dilemma?
   a. ‘preaching to the choir’.
   b. ‘banging his head against a brick wall’.
   c. ‘six of one, half-dozen of another’
   d. ‘horse of a different color’

10. Why does Wiesel describe magazines/newspapers who have publicized Darfur as ‘influential publications’?
   a. It points back to his central premise that humans are built for indifference to the suffering of others.
   b. It is an ironic criticism of publications that are viewed as influential for their lack of power.
   c. It is a blatant criticism that those publications have not done enough to communicate the Darfurian plight.
   d. It establishes his view that the written word is no longer persuasive in today’s digital world.

Analysis Summative Assessment Answer Key

1. C 2. A 3. B 4. D 5. B 6. C 7. A 8. A 9. A 10. B

Analysis Scoring Guide:

Raw rubric points available: **10 points total; each item is worth 1 point**

Raw score_____X 10 = Final Score out of 100 points

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation