

Unit Title: **Rescue**

Overall Unit Learning Goal(s)/Objective(s): Based on the main standards/benchmarks that address the major content of this unit

Since these unit plans (and their related lessons) are designed to be flexible for use in a variety of Florida-approved courses, all of the standards and benchmarks listed below will not be applicable in every classroom setting. In fact, only a few would be used for any particular class setting. Teachers should choose the main skill and content standards and benchmarks that are most applicable for the courses they teach.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.68.RH.1.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

SS.6.W.1.3 Interpret primary and secondary sources.

SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.4.2-Recognize government and citizen participation in international organizations.

SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II.

SS.912.A.6.5-Explain the impact of World War II on domestic government policy.

SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.P.9.6-Describe how group dynamics influence behavior.

SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.P.9.9-Describe determinants of prosocial behavior.

SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.

SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7-Trace the causes and key events related to World War II.

SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.

Scale:

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2.0 Simpler Content	3.0 Target (Objective)	4.0 Greater Complexity
<p>Student evidence should show that they can:</p> <p>Summarize content presented in diverse media and formats, including visually and quantitatively, as well as in words. (LAFS.K12.R.3.7)</p> <p>Describe the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (LAFS.K12.R.3.8)</p> <p>Identify ways that two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (LAFS.K12.R.3.9)</p> <p>Outline short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (LAFS.K12.W.3.7)</p> <p>Identify relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (LAFS.K12.W.3.8)</p> <p>Identify evidence from literary or informational texts to support analysis, reflection, and research. (LAFS.K12.W.3.9)</p> <p>Recall aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (LAFS.68.RH.1.6)</p> <p>Identify primary and secondary sources. (S.6.W.1.3)</p> <p>Identify examples of how history transmits culture and heritage and</p>	<p>Student evidence should show that they can:</p> <p>LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>LAFS.K12.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>LAFS.K12.W.3.7-Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>LAFS.K12.W.3.8-Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>LAFS.K12.W.3.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.68.RH.1.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>S.6.W.1.3 Interpret primary and secondary sources.</p>	<p>Student evidence should show that they can:</p> <p>Create hypotheses, based on documentary evidence, to predict historical conditions and circumstances under which individuals, groups, and/or nations will be more likely to engage in rescue efforts.</p> <p>Analyze the relationship between a nation’s ideas about the responsibilities of citizens and their participation in national and international organizations and NGOs and willingness and ability to engage in acts of rescue.</p> <p>Analyze the relationship between individual and societal attitudes toward a victim group and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between religious and social values respecting human rights and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between the severity of the German occupation in an area and the amount of rescue that occurred in that region.</p> <p>Analyze the relationship between physical proximity to victims and willingness to engage in acts of rescue.</p> <p>Analyze the relationship between perceived social, economic, and political challenges within a nation and willingness to engage in rescue efforts.</p> <p>Analyze the impact of various identifiable character traits on willingness to engage in rescue activities.</p>

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<p>provides models of human character. (SS.W.1.6)</p> <p>List responsibilities of citizens at the local, state, or federal levels. (SS.7.C.2.3)</p> <p>Recognize the impact of media, individuals, and interest groups on monitoring and influencing government. (SS.7.C.2.10)</p> <p>Recall government and citizen participation in international organizations. (SS.7.C.4.2)</p> <p>Recall why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. (SS.912.A.5.9)</p> <p>List causes, course, and consequences of World War II on the United States and the world. (SS.912.A.6.1)</p> <p>Recognize the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). (SS.912.A.6.2)</p> <p>Summarize the impact of the Holocaust during World War II on Jews as well as other groups. (SS.912.A.6.3)</p> <p>List efforts to expand or contract rights for various populations during World War II. (SS.912.A.6.4)</p> <p>Summarize the impact of World War II on domestic government policy. (SS.912.A.6.5)</p> <p>Use geographic terms and tools to identify case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications. (SS.912.G.2.3)</p>	<p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p>SS.7.C.4.2-Recognize government and citizen participation in international organizations.</p> <p>SS.912.A.5.9-Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.</p> <p>SS.912.A.6.1-Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.2-Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).</p> <p>SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.A.6.4-Examine efforts to expand or contract rights for various populations during World War II.</p> <p>SS.912.A.6.5-Explain the impact of World War II on domestic government policy.</p> <p>SS.912.G.2.3-Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p>	
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<p>Recognize how group dynamics influence behavior. (SS.912.P.9.6)</p> <p>Identify the nature and effects of stereotyping, prejudice, and discrimination. (SS.912.P.9.8)</p> <p>List determinants of prosocial behavior. (SS.912.P.9.9)</p> <p>List causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and describe how governments responded to the Great Depression. (SS.912.W.7.4)</p> <p>Identify examples of the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories. (SS.912.W.7.6)</p> <p>List the causes and key events related to World War II. (SS.912.W.7.7)</p> <p>Recall the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.(SS.912.W.7.8)</p>	<p>SS.912.P.9.6-Describe how group dynamics influence behavior.</p> <p>SS.912.P.9.8 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p> <p>SS.912.P.9.9-Describe determinants of prosocial behavior.</p> <p>SS.912.W.7.4 Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.7-Trace the causes and key events related to World War II.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.</p>	
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