

+Name of Project: Individual Liberties

Unit: World War I

Grade: Mixed 9-12

Design Date Start: March 7, 2022

Est. Launch Date: March 7, 2022

Big Idea: Individual Liberties (Individual rights, civil rights, medical consent, medical decisions)

Duration of Project/Unit: 2-4 weeks

STAGE 1: DESIRED RESULTS

Enduring Understandings: <ul style="list-style-type: none">-Medical consent, medical case studiesBill of rights/ individual and civil rightsSupreme Court cases-precedentReligious medical exemptionsIdentify an ethical question embedded in a case study.Characterize stakeholders and their values.Apply biomedical ethical principles to a specific ethical question	Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS) <ul style="list-style-type: none">Do the rights of the many outweigh the rights of the individual?How can individual rights be compromised to protect the overall health of the groupHow can the rights of individuals be protected while protecting the rights of the group?How does the government decide if mandates and laws are constitutional?
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Established Goals (Standards, Performance Indicators, Learning Goals):
*choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design
Standards Unpacking Examples

Science Standards:
HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.

NHSS Standards:
1.11 - Describe Organization of Human Body
1.1.2 - Identify Basic Structures and describe functions of human body systems.
1.2.1 - Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders
1.2.2 - Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.
2.1 - Concepts of Effective Communication
2.2 - Medical Terminology
5.1.1 - Analyze legal responsibilities and implications of criminal and civil law.
6 - Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.
8.1.1 Evaluate roles and responsibilities of healthcare team members

NYS Next Generation Social Studies Standards: Framework

8.4 World War I and the Roaring Twenties
Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

11.6 THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4: Themes: GEO, SOC, GOV, ECO)

11.6 c World War I had important social, political, and economic effects on Americans Society.

Mathematics Standards:
Algebra I-S.ID Statistics and Probability Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (inter-quartile range, sample standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

AI-S.ID Statistics and Probability Interpreting Categorical and Quantitative Data
Summarize, represent, and interpret data on two categorical and quantitative variables

4. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
5. Represent bivariate data on a scatter plot, and describe how the variables’ values are related.

AII-S.ID Statistics and Probability Interpreting Categorical and Quantitative Data (Algebra II)
Summarize, represent, and interpret data on a single count or measurement variable.

4a. Recognize whether or not a normal curve is appropriate for a given data set.
4b. If appropriate, determine population percentages using a graphing calculator for an appropriate normal curve.

AII-S.ID Statistics and Probability Interpreting Categorical and Quantitative Data (Algebra II)
Summarize, represent, and interpret data on two categorical and quantitative variables.

6. Represent bivariate data on a scatter plot, and describe how the variables’ values are related. a. Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data.

ELA Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
4. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
5. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly

and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Technology Standards:

Next Generation
4. Technology communications tools ß Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ß Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools ß Students use technology to locate, evaluate, and collect information from a variety of sources. ß Students use technology tools to process data and report results.

NYS:
Standard 2: Information Systems ß Students will access, generate, process, and transfer information using appropriate technologies.

Standard 4: Science ß Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 6: Computer Technology / Technology Education: ß Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. ß Key Idea: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge. ß Interconnectedness: Common Themes ß Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving ß Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Social Justice Standards:
Minors’ Rights in New York State: Teenagers, Health Care, & Law

Links to Standards/Reference Frameworks:
[NGSS](#), [NGSS by DCI](#) [Nat’l C3 SS Framework](#), [NYS K-8 SS Standards](#), [Common Core](#), [ISTE](#), [Learning for Justice Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

Unpacking Standards Verbs

Students will know (SWK):	Students will be able to (SWBAT):
Social Studies <ul style="list-style-type: none">The students have already studied the John Peter Zenger trial, bill of rights and the guarantees, alien and sedition acts,	SWBAT design/write/create differentiated cooperative formative authentic tasks for Inquiry Research PBL: World War I/Amendments/Supreme Court

<p>Red Scare</p> <ul style="list-style-type: none">• Schenck Versus the United States (1919)• Clear and present danger rule <p>Health/Bioethics</p> <ul style="list-style-type: none">• SWK an ethical question embedded in a case study.• Characterize stakeholders and their values.• Apply biomedical ethical principles to a specific ethical question. <p>Science</p> <ul style="list-style-type: none">• The body is organized from single-celled to a multi-system human being.• The main organs of the body systems and how they functions• Be able to describe/define etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders• Identify and describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.• How to effectively communicate with patients.• Analyze legal responsibilities and implications of criminal and civil law.• Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.• Identify and evaluate roles and responsibilities of healthcare team members <p>Math</p> <ul style="list-style-type: none">• Represent data with plots on the real number line• Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.• Interpret differences in shape, center, and spread in the context of the data sets.• Summarize categorical data for two categories in two-way frequency tables. Recognize possible associations and trends in the data.• Represent bivariate data on a scatter plot, and describe how the variables' values are related. <p>ELA</p> <ul style="list-style-type: none">• Analyze how the author unfolds an analysis of the events of the Spanish Flu including the order in which the points are made in the text.• Explain the development of events of the Spanish Flu by creating a timeline.• Examine sequence of events of the	<p>Cases</p> <p>Social Studies</p> <ul style="list-style-type: none">• Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).• Examine the Supreme Court decision concerning civil liberties in Schenck v. United States (1919)• Students will examine the Spanish Flu and analyze the effects of the pandemic on society. <p>Health/Bioethics</p> <ul style="list-style-type: none">• Identify ethical questions embedded in a case study and characterize stake holders and their values.• Apply biomedical ethical principles to a specific ethic question. <p>Science</p> <ul style="list-style-type: none">• Explain how the body systems are interdependent and work together to maintain homeostasis.• Explain how pathogens (such as bacteria and viruses) can disrupt homeostasis and identify how the immune system restores the body's equilibrium• Identify HIPAA privacy rules and how members of the healthcare system are responsible for protecting the privacy for patients. <p>Math</p> <ul style="list-style-type: none">• Collect and analyze data• Represent data patterns using graphs, tables, word descriptions, and algebraic expressions• Use data to make predictions
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<p>Spanish Flu and how it develop over the course of the text.</p> <ul style="list-style-type: none">• Identify evidence to support analysis by citing text and drawing inferences.• CCSS.ELA-LITERACY.RH.9-10.1• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.• CCSS.ELA-LITERACY.RH.9-10.9• Compare and contrast treatments of the same topic in several primary and secondary sources.• CCSS.ELA-LITERACY.SL.9-10.1.C• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
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STAGE 2: EVIDENCE & ASSESSMENTS:

PLear:
Created as a way to support the teaching the skills of persuasion and argument within the realms of speaking and listening.

Goal: *Provide a statement of the task.*
Establish the goal, problem, challenge, or obstacle in the task.
Goal = To debate the ethical implications of government mandates/regulations on citizens civil liberties of individuals
Problem = Can the government limit your individual rights for the greater good of the majority (Utilitarianism)
Challenge = To win the trial by having the majority of Justices agree with your position.

Role: *Define the role of the students in the task. State the job of the students for the task.*

While arguing for their position by acknowledging and countering opposing points of view, also focusing on appealing to the emotion of the listener and speaking to ensure project an image of credibility and win the debate.

Students Will have different roles

- Four main groups of Students*
- 1. Judges*
 - 2. Defendant / Defendant Team*
 - 3. Prosecution/ Prosecution Team*
 - 4. Journalist*

Judge = Writes majority and minority decisions of the court case using court precedent as foundation.
Defense Lawyers = Oral arguments from Defense attorneys and creating exhibits.
State Lawyers = Oral arguments from State attorneys and creating exhibits.
Journalist = Creating News Broadcast and Op-eds about the case

Audience: *Identify the target audience within the context of the scenario.*

The target audience within the context of the scenario would ideally be peers with opposing viewpoints or neutral standpoints, who can debate both sides of the argument for or against government mandates/regulations on individual liberties of American citizens.

- Situation:**
- What is the role of the government during an epidemic or pandemic outbreak?
 - What actions should the government enact to control the spread of disease and keep the public calm?
 - Should the government limit individual rights to protect overall public health?
 - Should the government be able to mandate all citizens to be vaccinated?
 - How would Americans respond to these limits on individual rights?

- Product(s):** *Clarify what the students will create and why.*
- ⊄ Mock Trial
 - ⊄ News Broadcast Segments
 - ⊄ Op-eds about the case
 - ⊄ Majority and Minority decisions of the court case
 - ⊄ Oral arguments from State and Defense attorneys

≠ Create exhibits for the trial

Standards (criteria for success): *Provide students with a clear picture of success. Identify specific standards for success.*

- ☐ Use historical evidence that supports your side of the argument.
- ☐ Use scientific data to assess the difference between The Spanish Flu and Covid 19.
- ☐ Find judicial precedent that supports your argument in the case.
- ☐ Use Mathematical data tracking the differences between The Spanish Flu and Covid 19.
- ☐ Examine the bioethical issues that are addressed in the case.
- ☐ Writes majority and minority decisions of the court case.

Other Evidence/Assessments:

Debate between 2 teams in favor for life saving treatment and against lifesaving treatment due to religious boundaries.

- Open-ended questions for Socratic seminars
- Critical reasoning analysis
- Data table and graphic analysis of scientific data
- Peer review/ rubric

STAGE 3: THE LEARNING PLAN:

Learning Activities
(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)
Week 1
<p>Learning Goals: SWBAT</p> <p>ELA-Articles- Multiple and example - A Winding Sheet and a Wooden Box</p> <ul style="list-style-type: none">Analyze/describe/examine the outbreak of Spanish Influenza 1918-1919 and past/present pandemics.Differentiate between primary and secondary sourcesAnnotating text for information.Students will utilize US Supreme Court cases for evidence, such as Jacobson V. Mass. (1905)
<p>Learning Events:</p> <ul style="list-style-type: none">Class divided into 4 cooperative learning groups. Each group will analyze and annotate an article specific to one pandemic (Bubonic Plague, Spanish Flu, Covid-19 (SARS), HIV) . Each member will be assigned a role such as speaker, reader, recorder and presenter.Students will prepare/generate posters, PSA, diaries/journals, graphic organizers (T-Charts, Venn diagrams, flow charts), memes, and/or podcasts as evidenceClass will be divided into two groups. One group will be represent point of views of Jacobson and the other group will represent Massachusetts. Students will conduct Socratic Seminar focusing on inquiry.
<p>Formative Assessments:</p> <ul style="list-style-type: none">Argumentative essays, assessment rubrics, papers, concept maps, graphic organizers
<p>Linguistic Supports for Multilingual Learners:</p> <ul style="list-style-type: none">Use of google translate for articles. Students will also be paired ENL students with students that have knowledge of the same langue as a support for understanding of content.Use of Picture Word Inductive Model (Students and teachers first label an image with words, then categorize them, followed by using the words to write sentences about the picture. They next categorize the sentences, turn them into paragraphs)
<p>Modifications for Individual Students and/or Student Groups:</p> <ul style="list-style-type: none">Modifications are based on reading levels and achievement standardsAchieve 3000Read WorksKahoot!
<p>Notes/Resources:</p> <p>Ells/ENL- using multilingual videos and other online resources. Google translate-useful for students to translate words.</p> <p>Use a strategy called QSSA- to help scaffold classroom discussion to assist students; by asking a Question, Signal, Stem (provides a sentence starter for the question), Share and Assess.</p>
Week 2

<p>Learning Goals: SWBAT:</p> <ul style="list-style-type: none">• Differentiate between the different types of pathogens that cause infection by creating a flowchart.• Apply scientific terminology (medical and epidemiology) by creating a presentation on any previous/current pandemic using visuals to explain how the infection effected the body.• Create data tables, graphs and charts.
<p>Learning Events:</p> <ul style="list-style-type: none">• Students will be divided into groups, each group will assess each other based on a KWL Chart (what they know, what they want to know, what they learned)• Students will research infections caused by bacteria, fungi, and viruses. They will then create a flow chart that shows similarities and differences between the pathogens and its effects on the human body. Students will then present their findings to the class.• Students will use accountable talk to properly apply scientific terminology to their flow charts.• What is data? Students will learn how to create data tables, differentiate between straight line, scatter plot, bar graphs and pie charts.• Students will read a scientific experiment study. Students will use the information in the reading passage to organize the data into data tables, charts, and charts.
<p>Formative Assessments:</p> <ul style="list-style-type: none">• draw a flowchart in class to represent their understanding
<p>Linguistic Supports for Multilingual Learners:</p> <ul style="list-style-type: none">• Use of google translate for articles. Students will also be paired ENL students with students that have knowledge of the same langue as a support for understanding of content.• Use of Picture Word Inductive Model (Students and teachers first label an image with words, then categorize them, followed by using the words to write sentences about the picture. They next categorize the sentences, turn them into paragraphs)
<p>Modifications for Individual Students and/or Student Groups:</p> <ul style="list-style-type: none">- Provide charts and graphs- Reduce the number of problems on worksheets for independent practice.- Increase the amount of time students have time to complete the assignment.- Provide adequate space for students to write out solutions.- Extra time for tasks that require reading and writing
<p>Notes/Resources:</p>
<p>Week 3</p>
<p>Learning Goals:</p> <ul style="list-style-type: none">• Explain the mechanism of infection by comparing and contrasting Covid-19 virus and the Spanish Flu• Examine the social, and environmental factors that contribute to the spread of an infectious disease.• Analyze the social, and environmental factors that contribute to the spread of an infectious disease.

Learning Events: <ul style="list-style-type: none">• Create a Venn diagram to identify the similarities and differences between the Covid-19 virus and the Spanish Flu virus.• Explore and discuss the ethical implications in medicine, science, and technology of Covid-19 and Spanish flu with respect to our individual rights and our community responsibility.• Evaluate bioethical approaches based on different perspectives (medical, scientific, religious, educational, societal, and philosophical)• Students will use internet resources such as CDC and WHO to collect and analyze data• Students will utilize the multi-media center to create a Covid-19 virus using the 3D printer. They will also make an antibody and a human cell. This will be used during the trial as evidence.• Students will Examine social determinants using Healthy People 2020: https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health• Students will gather data information and create a PowerPoint/Prezi presentation or informatics demonstrating their understanding of social and environmental factors that contribute to the spread of an infectious disease.
Formative Assessments: <ul style="list-style-type: none">• Students will gather data information and create a PowerPoint/Prezi presentation or informatics demonstrating their understanding of social and environmental factors that contribute to the spread of an infectious disease.• In-class discussion based on student findings• Higher-order questioning Peer feedback• Rubrics, checklists (PowerPoint rubric, informatics)
Linguistic Supports for Multilingual Learners: <ul style="list-style-type: none">• Use of google translate for articles. Students will also be paired ENL students with students that have knowledge of the same langue as a support for understanding of content.• Use of Picture Word Inductive Model (Students and teachers first label an image with words, then categorize them, followed by using the words to write sentences about the picture. They next categorize the sentences, turn them into paragraphs)• Duolingo
Modifications for Individual Students and/or Student Groups: <ul style="list-style-type: none">• Increase the amount of time students have time to complete the assignment.• Provide adequate space for students to write out solutions.• Extra time for tasks that require reading and writing
Notes/Resources:
Week 4
Learning Goals: <ul style="list-style-type: none">• Analyze data where civil liberties are suspended during nationwide emergencies/mandates

- Examine the Espionage Act of 1917 and Sedition Act of 1918 and how these acts limited civil liberties in the United States.
- Analyze the government actions during national emergencies and if they were justified in limiting individual rights
- Examine other instances where the government limited individual rights. (Spanish Flu and Covid-19)
- Compare Spanish Flu government restrictions to the Covid-19 restrictions.
- Utilize 3D printer to create gavel and other items to be used during the Mock Trial

Learning Events:

- Examine the individual freedoms protected in the Bill of Rights and analyze how they are fundamental to U.S. society. Students will create memes that explain the rights protected in the First Amendment.
- Students will examine World War I and the government actions are taken to limit civil liberties to stop anti-war propaganda. Students will be given the Espionage and Sedition Acts and analyze civil liberties that were violated in these laws.
- Students will create a T- Chart comparing the laws and the rights violated.
- Students will examine the restrictions imposed by the government during the Spanish Flu and Covid-19 by create a Venn Diagram to compare the similarities and differences between the government responses for each pandemic.
- Students will debate if imposing vaccine mandates violate people's civil liberties. Students will examine Jacobson v Massachusetts and have a Socratic seminar on the case.
- Students will utilize the multi-media center to create a gavel and other items to be used as evidence using the 3D printer. They will use the poster maker to print political cartoons. Students will conduct interviews/podcasts, discussing the important aspects of the trial.

Formative Assessments:

- In-class discussion based on student findings
- Higher-order questioning Peer feedback
- Rubrics, checklists

Linguistic Supports for Multilingual Learners:

- Students use 21st century skills and resources for assistance. Ex: apps with translators
- Students will use Nearpod and utilize the immersive reader options
- Teams, Microsoft OneNote
- Duolingo

Modifications for Individual Students and/or Student Groups: Student modifications for each individual student is addressed according to their IEP or 504...

Examples include but are not limited to:

- technological supports
- refocus prompts
- Extra time for tasks that require reading and writing
- Word Wall
- Real objects, pictures, or graphics to support the information presented

Notes/Resources:

Week 5
Learning Goals: SWBAT design/write/create differentiated cooperative formative authentic inquiry/research tasks that construct arguments with evidence while acknowledging competing perspectives.
Learning Events: MONDAY- GROUPS ASSIGNED <ul style="list-style-type: none">• Supreme Court Group (9): Debate issues and formulate/write majority & dissenting opinions.• Plaintiff’s Lawyers Group (7): Inquiry/research, looking for precedent (s) to support their claims regarding individual liberties. Write oral arguments proving their claims and create exhibits to support their arguments.• Solicitor General/State Lawyers (7): Inquiry/research, looking for precedent to support their claims regarding individual liberties. Write oral arguments proving their claims exhibits to support their arguments.• Journalists Group: Write 2 editorial articles/podcast, one in favor of plaintiffs, one in favor of Solicitor General. Students conduct interview of the important individuals involved in the Mock Trial and reactions to the verdict. TUESDAY- MOCK TRIAL- full day event <ul style="list-style-type: none">• Culminating Transdisciplinary Mock Trial/Oral Presentation WEDNESDAY- DELIBERATIONS <ul style="list-style-type: none">• Student Interviews• Podcasts THURSDAY- Verdict and Reactions FRIDAY- Summation, Formative Assessment
Formative Assessments: <ul style="list-style-type: none">• Prepare/Present oral presentation on the inquiry/research PBL(culminating mock trial). Assessment via oral presentation rubric, observation, and exit tickets.
Linguistic Supports for Multilingual Learners: Students use 21 st century skills and resources for assistance. Ex: apps with translators
Modifications for Individual Students and/or Student Groups: Student modifications for each individual student is addressed according to their IEP or 504... Examples include but are not limited to: <ul style="list-style-type: none">• technological supports• refocus prompts• Extra time for tasks that require reading and writing
Notes/Resources:

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