

Institute for Humane Education
Grades: 9, 10, 11, 12
States: Common Core State Standards
Subjects: Social Studies

Common Core State Standards
Social Studies
Grade 9 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.9-10.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman</p>

		<p>animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p>

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STANDARD	CCSS.ELA-Literacy.RH.9-10.3	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>One Person Can Change the World Empower students by using stories and activities to show them that one person can make a positive difference.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.9-10.4	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

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STANDARD	CCSS.ELA-Literacy.RH.9-10.6	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>The Aliens Have Landed: Exploring Oppression, Rights & Freedom Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.9-10.7	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>A Gathering Crowd: Functions & Rates of Change In this activity, students will be able to: describe and model human population growth during the past 600 years with an exponential function, considering both the total amount of growth and average and/or instantaneous rates of increase: explain the strengths and limitations of modeling human population growth with an exponential function;explore and discuss some of the environmental, cultural, and economic impacts of human population growth</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Circle of Compassion This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>We Have You Surrounded: Exploring Branding, Marketing &</p>

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STANDARD	CCSS.ELA-Literacy.RH.9-10.8	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>The Aliens Have Landed: Exploring Oppression, Rights & Freedom Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.9	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.9-10.10	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1c	<p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison</p>

		<p>Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1d	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1e	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2a	<p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2b	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2d	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2e	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2f	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
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CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-	Writing Standards for Literacy in History/Social Studies

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CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a</p>

		<p>risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
<p>STANDARD</p>	<p>CCSS.ELA-Literacy.WHST.9-10.8</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must</p>

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STANDARD	CCSS.ELA-Literacy.WHST.9-10.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Do You Want Slavery With That? Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
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CATEGORY / CLUSTER		Range of Writing
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STANDARD	CCSS.ELA-Literacy.WHST.9-10.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p>
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Social Studies
Grade 10 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER	Key Ideas and Details	
STANDARD	CCSS.ELA-Literacy.RH.9-10.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must</p>

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<p>STANDARD</p>	<p>CCSS.ELA-Literacy.RH.9-10.2</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p>

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STANDARD	CCSS.ELA-Literacy.RH.9-10.3	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>One Person Can Change the World Empower students by using stories and activities to show them that one person can make a positive difference.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.9-10.4	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.5	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.6	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.9-10.7	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>A Gathering Crowd: Functions & Rates of Change In this activity, students will be able to: describe and model human population growth during the past 600 years with an exponential function, considering both the total amount of growth and average and/or instantaneous rates of increase; explain the strengths and limitations of modeling human population growth with an exponential function; explore and discuss some of the environmental, cultural, and economic impacts of human population growth</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Circle of Compassion This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.8	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media</p>

		<p>This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>The Aliens Have Landed: Exploring Oppression, Rights & Freedom Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STANDARD	CCSS.ELA-Literacy.RH.9-10.9	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.9-10	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.9-10.10	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1c	<p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1d	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

		<p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2c</p>	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2d</p>	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2e</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating</p>

		<p>how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2f	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.
STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide. Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-

profits, government, or media.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Don't Tread On Me: Exploring Oppression

This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.

Earth Court

The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

Financial Math: What's the Deal with Debt?

In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.

Greatest Impact

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

How'd That Get on my Plate?

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Human Rights for All?

This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

It Ads Up

This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Local Treasures

Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Sustainer

Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Third Side: Beyond Either/or Thinking

Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

We Have You Surrounded: Exploring Branding, Marketing & Globalization

We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Price Beauty?

This activity encourages students to explore and think critically about the

		<p>impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
<p>STANDARD</p>	<p>CCSS.ELA-Literacy.WHST.9-10.8</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>

		<p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
<p>STANDARD</p>	<p>CCSS.ELA-Literacy.WHST.9-10.9</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this</p>

		<p>activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in History/Social Studies
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CATEGORY / CLUSTER		Range of Writing
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STANDARD	CCSS.ELA-Literacy.WHST.9-10.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p>
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Common Core State Standards

Social Studies

Grade 11 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
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CATEGORY / CLUSTER		Key Ideas and Details
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STANDARD	CCSS.ELA-Literacy.RH.11-12.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
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STANDARD	CCSS.ELA-Literacy.RH.11-12.2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their</p>
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lives and by analyzing what ads are trying to sell...and trying to hide.

Be a C.R.I.T.I.C.

Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Don't Tread On Me: Exploring Oppression

This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.

Earth Court

The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

Financial Math: What's the Deal with Debt?

In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.

Greatest Impact

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

How'd That Get on my Plate?

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Human Rights for All?

This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

It Ads Up

This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Sustainer

Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Third Side: Beyond Either/or Thinking

Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

We Have You Surrounded: Exploring Branding, Marketing & Globalization

We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

		<p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.3	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.11-12.4	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.5	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.6	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>The Aliens Have Landed: Exploring Oppression, Rights & Freedom Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.11-12.7	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>A Gathering Crowd: Functions & Rates of Change In this activity, students will be able to: describe and model human population growth during the past 600 years with an exponential function, considering</p>

both the total amount of growth and average and/or instantaneous rates of increase: explain the strengths and limitations of modeling human population growth with an exponential function; explore and discuss some of the environmental, cultural, and economic impacts of human population growth

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Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Choice Cards

Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Circle of Compassion

This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

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STANDARD	CCSS.ELA-Literacy.RH.11-12.8	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>The Aliens Have Landed: Exploring Oppression, Rights & Freedom Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.9	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization</p>

		We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world. The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others. Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-	Provide a concluding statement or section that follows from or supports the argument presented.

	12.1e	<p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2a	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2b	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2d	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2e	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p>

		<p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

		<p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.11-12.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad</p>

designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Local Treasures

Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Sustainer

Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Third Side: Beyond Either/or Thinking

Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

We Have You Surrounded: Exploring Branding, Marketing & Globalization

We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Price Beauty?

This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

Where in the World?

Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

Whom Do You Pet & Whom Do You Eat?

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

STANDARD

CCSS.ELA-Literacy.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Be a C.R.I.T.I.C.

Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

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The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

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In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations;

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STANDARD

CCSS.ELA-Literacy.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Analyzing Advertising
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

Be a C.R.I.T.I.C.
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This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.

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This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

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This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

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How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

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Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

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Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating

how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Human Rights for All?
This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

More Than a Label
This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

One Makes the Difference
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

The Dreaded Comparison
Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

Common Core State Standards

Social Studies

Grade 12 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RH.11-12.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.2	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in</p>

		<p>our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.3	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RH.11-12.4	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STANDARD	CCSS.ELA-	Analyze in detail how a complex primary source is structured, including how

	Literacy.RH.11-12.5	<p>key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p>
STANDARD	CCSS.ELA-Literacy.RH.11-12.6	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RH.11-12.7	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>A Gathering Crowd: Functions & Rates of Change In this activity, students will be able to: describe and model human population growth during the past 600 years with an exponential function, considering both the total amount of growth and average and/or instantaneous rates of increase; explain the strengths and limitations of modeling human population growth with an exponential function; explore and discuss some of the environmental, cultural, and economic impacts of human population growth</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Circle of Compassion This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations</p>

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Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

How'd That Get on my Plate?

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Human Rights for All?

This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

It Ads Up

This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Sustainer

Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Third Side: Beyond Either/or Thinking

Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

We Have You Surrounded: Exploring Branding, Marketing & Globalization

We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Price Beauty?

This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

Where in the World?

Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

Whom Do You Pet & Whom Do You Eat?

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

STANDARD

CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Analyzing Advertising

Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

Be a C.R.I.T.I.C.

Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

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We Have You Surrounded: Exploring Branding, Marketing & Globalization

		We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.
STANDARD	CCSS.ELA-Literacy.RH.11-12.9	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RH.11-12	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RH.11-12.10	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1c	<p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the</p>

		<p>power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1d	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1e	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2a	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2b	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2d	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2e	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND /	CCSS.ELA-	Writing Standards for Literacy in History/Social Studies

DOMAIN	Literacy.WHST.11-12	
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.11-12.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up</p>

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Don't Tread On Me: Exploring Oppression

This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.

Earth Court

The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

Financial Math: What's the Deal with Debt?

In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.

Greatest Impact

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

How'd That Get on my Plate?

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Human Rights for All?

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It Ads Up

This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Local Treasures

Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Not So Fair and Balanced: Analyzing Bias in the Media

This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

Picturing Oppression

Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Risky Business: Exploring Probability Theory

Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Sustainer

Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

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Where in the World?

Students "shop" for T-shirts to help them make the connection between what

		<p>they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
<p>STANDARD</p>	<p>CCSS.ELA-Literacy.WHST.11-12.8</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>We Have You Surrounded: Exploring Branding, Marketing & Globalization We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>

STANDARD	CCSS.ELA-Literacy.WHST.11-12.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Don't Tread On Me: Exploring Oppression This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Financial Math: What's the Deal with Debt? In this lesson plan, students will learn to calculate a loan repayment size and complete an amortization schedule for two different lending scenarios; compare the scales and details of two typical modern-day loan situations; and experience through role-playing some of the pressures and expectations faced by creditors and debtors within contemporary economic systems.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>It Ads Up This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?</p> <p>Judge Not, Lest Ye Be Judged How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Not So Fair and Balanced: Analyzing Bias in the Media This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</p> <p>Picturing Oppression Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.</p> <p>More Than a Label This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.</p> <p>One Makes the Difference Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.</p> <p>The Dreaded Comparison Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.</p> <p>Where in the World? Students "shop" for T-shirts to help them make the connection between what they wear and the conditions under which it's made.</p>