

**Course Name Quarter/Term**

**Unit:**

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**Starting Points: Brief Summary of the unit (including curricular context and unit goals)**

Students will critique the education system in America. We will use the ideas from We Want To Do More Than Survive by Dr. Bettina Love to develop interview questions for the creation of a 3-generational podcast.

**Essential Questions**

- ☐ What is the role and purpose of the public education system?
- ☐ To what extent does the education system impact the individual?
- ☐ What is quality education?
- ☐ What would it mean for quality education to be a constitutional right?

**Big Ideas**

- Public education is a system
- “Failing” schools are by design

**Enduring Understandings**

- ☐ Public education shapes both the individual and society
- ☐

**Knowledge and Skills  
(Performance Objectives):**

**Students will be able to (transferable knowledge)...**

- Liberatory Education
- Perennialism
- Essentialism
- Progressivism

	<ul style="list-style-type: none"> <li>• Reconstructionism/Critical Theory</li> <li>• Existentialism</li> <li>• Conservative Education</li> <li>• W.E.B. Dubois</li> <li>• Bettina Love</li> <li>• Analytical Writing</li> <li>• Expository Writing</li> <li>• Narrative Writing</li> <li>• Creative Reflection</li> <li>• Reflective practice</li> <li>• Feedback protocol</li> <li>• Author's Craft</li> <li>• Objective Summary</li> <li>• Central Idea</li> </ul>
	<p style="text-align: center;"><b>Transfer Skills</b></p> <p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>• Annotate text</li> <li>• Make 3-text connections</li> <li>• Construct objective summaries</li> <li>• Analyze visual text</li> <li>• Critique their current experiences with public education</li> <li>• Create higher-order thinking questions</li> <li>• Support ideas with textual evidence</li> <li>• Discuss the works of education scholars</li> <li>• Compare and contrast the point of view of various authors against their lived experiences in education in written form.</li> <li>• Identify and critique the educational philosophies of various authors</li> </ul>

- Identify and critique the educational philosophy of their current educational experience
- Reflect on their educational practice as learners
- Write various essays
- Interview family
- Create a podcast

### Key Terms:

**Mattering**  
**Education Industrial Complex**  
**Civil Rights**  
**Surviving versus Thriving**  
**Intellectual Education**  
**Technical Education**

### Suggested Authentic Performance Task:

#### Instructional Context

Students are critiquing the education system in America. We will use the ideas from We Want To Do More Than Survive by Dr. Bettina Love to develop interview questions for the creation of 3 generational Podcasts.

#### Interviewees

You must interview the following 3 groups:

- (1) **The oldest member of your family/or oldest friend, your parent/caregiver**
- (2) **Your parent/caregiver**
- (3) **Your aunt, sister, or cousin**

#### Check Points

**1st interview 1/6/25**

**2nd interview 1/8/25**

**3rd interview 1/10/25**

**The project will be due 1/15/25**

#### Project Description

Podcast must be 5-10 minutes and done in an [interview format](#).

Elements	Description	Suggested time
<b>Opening</b>	Summary of the purpose of the podcast, name of the book(s) that inspired the podcast, and the author(s)	30-60 seconds
<b>Introduction</b>	Identify who you are interviewing and their age	30 seconds each
<b>Music/Sound Effects</b>	Provide sound that fits the information being shared or the podcast theme.  <b>DO NOT</b> play background music during the interview because it can be distracting	15 seconds each
<b>Questions</b>	We must not hear the question you asked. Edit your interview so that the question <b>IS NOT</b> heard.	
<b>Context/ Background</b>	Provide a summary of the interviewees' responses	30 seconds each
<b>Responses</b>	Edit the interviews for the best responses to the questions being asked.	1-2 minutes each
<b>Structure</b>	The interviews must be presented in chronological order. From oldest to youngest	
<b>Professionalism</b>	<ol style="list-style-type: none"> <li>1. Interviews must be done in a quiet place with no background noise.</li> <li>2. No eating while interviewing.</li> <li>3. Edit your interviews so that you are capturing the best responses only.</li> <li>4. Your podcast must represent responses from all 3 generations.</li> </ol>	
<b>How to record and edit your podcast</b>	<p>You must create an account on the “Soundtrap” podcast application by downloading the app on your phone or using the website on your computer (<b>I recommend using the phone application</b>). This is the tool you will use to edit your podcast. It will allow you to edit/cut audio files, add sound effects and music, and stitch different audio segments together. Please see the following resources on how to use Anchor to make a professional podcast:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to make a podcast on the Soundtrap app</a> (step-by-step instructions)</li> <li>• <a href="#">Recording, Editing, and Publishing Podcasts in the Soundtrap App</a> (video step-by-step guide)</li> <li>• <a href="#">General Soundtrap FAQs</a></li> </ul>	



- [Tips to Record Sound](#)
- [How to upload podcasts to Spotify](#)

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Suggested Pacing				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

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Optional Learning Experiences and Aligned Resources	
Topic 1:	
Topic 2:	



**Topic 3:**

**Topic 4:**

**Topic 5:**

**Topic 6:**

**Topic 7:**

**Suggested Authentic Performance Task:**

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## Standards

PA State  
Standards

Common  
Core  
Standards

- CCSS.ELA-LITERACY.RI.9-10.1
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.2
  - Determine a central idea of a text and analyze its development throughout the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.3
  - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
- CCSS.ELA-LITERACY.RI.9-10.4
  - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-LITERACY.RI.9-10.6
  - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CCSS.ELA-LITERACY.RI.9-10.7
  - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.RI.9-10.8
  - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CCSS.ELA-LITERACY.W.9-10.1
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2
  - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.SL.9-10.1
  - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4

	<ul style="list-style-type: none"> <li>○ Present information, findings, and supporting evidence, concisely and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.</li> <li>● CCSS.ELA-LITERACY.SL.9-10.5</li> <li>● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>●</li> </ul>
C3 Standards	

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