

## Scope and Sequence Journey

Facing History and Ourselves uses the term "Scope and Sequence" to describe a journey of discovery about oneself and others that is a key component of our pedagogy.

**Key segments from Facing History and Ourselves' "Scope and Sequence" journey include:**



### **The Individual and Society**

The Individual and Society is the introductory section of the Facing History Scope and Sequence. The focus for the section is on how both individual and national identities are formed, as well as how these identities influence behavior and decision-making.

### **We and They**

The second part focuses on the processes of the national and collective identity that help people connect but also contribute to misunderstanding, stereotyping and conflict. Students learn that the way a nation defines itself affects the choices it makes, including the choice to exclude those who do not fit a nation's concept of itself. They see that membership can be a tool for constructive and destructive purposes.

### **Case Study**

This segment of the Scope and Sequence examines the primary historical case study of Holocaust and Human Behavior, as well as other instances of intolerance, mass violence and genocide, in each case exploring the small steps which led to these difficult periods in history. By focusing on these histories, students grasp the complexities of the past, while also connecting it to their lives today.

### **Judgment & Legacy**

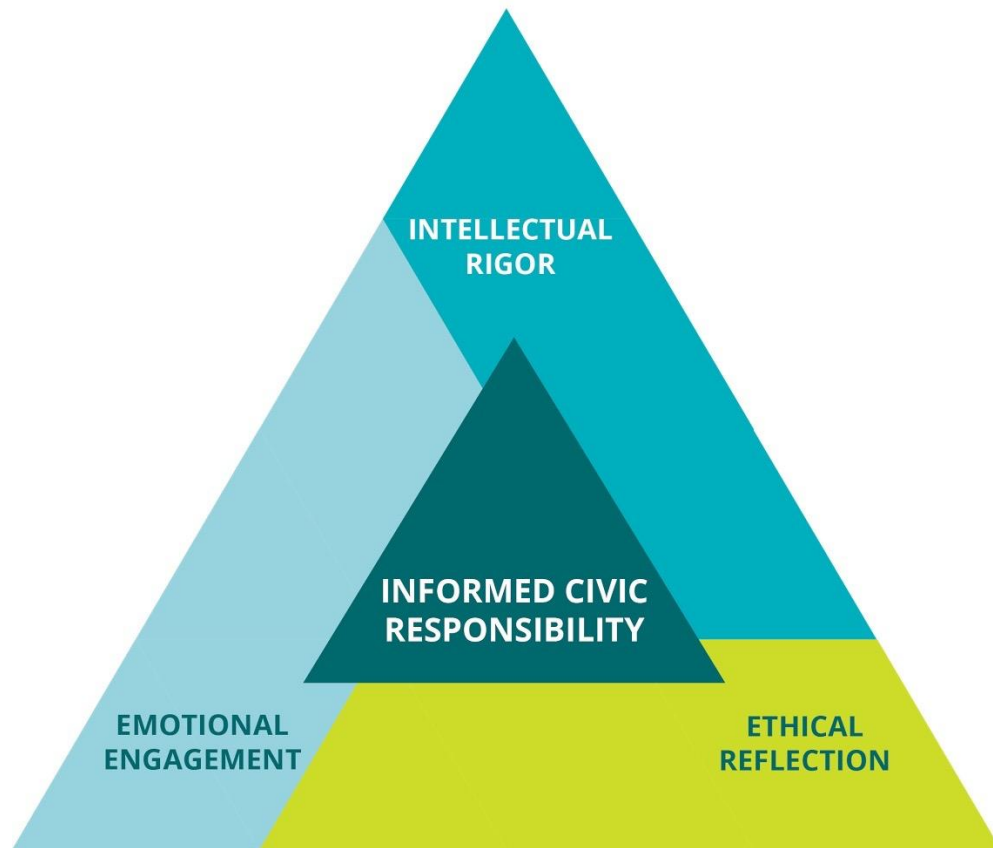
As students confront the terrible human atrocities of the Holocaust, and other historical case studies, they explore the meaning of concepts such as guilt, responsibility, and judgment—and what those concepts mean in our world today. Students also discover that one way of taking responsibility for the past is to preserve its memory. They explore the importance of monuments and memorials as communal gestures of remembering, of acknowledging injustice, and of honoring individuals and groups who have suffered.

### **Choosing to Participate**

This section focuses on how understanding the past can connect with the issues of today. Contemporary stories show how history is made every day by ordinary human beings. Students begin to understand that they also have the power to change the course of history through their own individual actions. They explore what it means to be a citizen in a democracy, to exercise ones rights and responsibilities in the service of a more humane and compassionate world.

# Facing History and Ourselves' Core Learning Principles

## OUR PEDAGOGICAL TRIANGLE



**Intellectual Rigor:** All students are challenged to develop a deep understanding of history and its relation to their lives through an exposure to rich content, stimulating classroom discussions, and through provoking assignments that are accessible to a diversity of learning styles and levels.

**Ethical Reflection:** The intellectual rigor of a Facing History course is rooted in the habit of ethical reflection by students. They ponder the moral implications of decision making and human behavior embedded in the study of this history.

**Emotional Engagement:** Students realize that to fully engage in the questions and issues raised in the unit requires them to be emotionally attuned to the past and present lives they read about and discuss in class.

**Civic Agency:** Students develop a heightened sense of civic responsibility throughout the unit. They learn to appreciate how their own efforts can contribute to building a civil society locally, nationally, and globally.