



Ending Anti-Semitism in America

Course Description: With approximately 5.7 million people who actively practice the faith, the United States has the world’s second largest population of Jewish people in the world (World Jewish Population, 2016). With a history marked with genocide during the Holocaust in World War II, the Jewish people have been resilient in their efforts to find a safe home in the United States. Even with the defeat of Nazism, acts of Anti-Semitism linger across the United States today, from our classrooms to our communities. One of the most noteworthy being the 2018 Squirrel Hill shooting. Because one of the primary functions of public education is to develop a well-informed citizenry, educators have an ethical responsibility to advocate for Jewish students and develop an awareness to fight against anti-Semitism in their classrooms.

This course will cover the Jewish faith, its traditions, and the experience of Jewish students in today’s educational setting. The course will highlight how microaggressions, acts of discrimination, and violent acts of Anti-Semitism manifest in the United States.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- Identify key concepts facts about Jewish faith
- Demonstrate an awareness of the role Judaism can play in the life of a student and their learning process
- Evaluate strategies to address anti-Semitic rhetoric in schools and youth and support faith traditions of all students
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours
2	The Jewish Faith - Participants will read articles explaining some of the key points of Judaism, the history of the faith tradition, and common myths and misconceptions about this religion. They will then take a quiz on the basics of Judaism and how it can impact a student’s life.	1.4 Hours

3	Anti-Semitism and the Holocaust – In this module, participants will view several resources explaining the origins of Anti-Semitism in Nazi Germany and the effects of the Holocaust. The historical resources in this module will allow participants to reflect on the lasting ramifications of the Holocaust on the Jewish community.	1.4 Hours
4	Microaggressions –Participants will learn about what microaggressions are and their prevalence in their community and schools. Participants will reflect on the microaggressions they witness in a discussion post, and they will apply their new learning to the microaggressions experienced by Jews and individuals of religious minorities.	1.4 Hours
5	Discrimination – Participants will read articles about different forms of discrimination faced by Jewish students and the current anti-discrimination policies and programs in place. After assigned materials are reviewed, participants will reflect on their findings.	1.4 Hours
6	Anti-Semitism in America – In this activity, participants will read articles and watch videos about how anti-Semitic acts of discrimination and violence persist through the United States, even after the defeat of Nazism during World War II.	1.4 Hours
7	Supporting Students and Religious Freedom in School – Participants will read about ways to advocate for religious diversity in the classroom and the laws and legislation that protects them. Participants will review several articles and resources.	1.4 Hours
8	In this Together – In this module, participants will learn about the ways we can create welcoming spaces for respectful conversations about Judaism. We will also talk about effective ways to genuinely support Jewish communities amid acts of anti-Semitism.	1.4 Hours
9	Teaching Social Justice – In this lesson, participants will review Banks’ Four Approaches to Multicultural Education and reflect on the ways they can use these approaches to combat Anti-Semitism in their schools and communities.	1.4 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		15 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2

Total Points Possible	5
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3. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

4. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.