

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 HOLOCAUST

Holocaust Curriculum Guide

<p>Pacing Guide: Holocaust is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>Holocaust- Half year course Chapter 1: The Nature and Roots of Prejudice – 2 weeks Chapter 2: The World That Was Annihilated – 1 week Chapter 3: The Nazis Rise to Power – 2 weeks Chapter 4: Chapter 4: Masters of the Third Reich – 1-2 weeks Chapter 5: Germany Under the Nazis – 2 weeks Chapter 6: History of the German Jews to 1939 – 1-2 weeks Chapter 7: Hitler’s War and World War II – 2 weeks Chapter 8: From Ideology to Isolation – 2 weeks Chapter 9: Annihilation: Theory and Practice – 2 weeks Chapters 10-12: Resistance, Rescue and After the Deluge – 2 weeks</p>
<p>Technology Standards: 8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming 21ST Century Skills Standards: 9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.D.3: Compare and contrast policies on filtering and censorship both locally and globally. 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p>Career Ready Practices:</p>	<p>CRP4-Communicate clearly and effectively and with reason CRP7- Employ valid and reliable research strategies CRP11. Use technology to enhance productivity.</p>

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work

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	<ul style="list-style-type: none"> • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework <p>Resources:</p> <ul style="list-style-type: none"> • WIDA Standards 	<ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: The Holocaust			
Theme: The root and nature of prejudice, the Jews during various historical eras, and twentieth and twenty first century genocides.			
Essential Questions: What are the roots, natures, and dynamics of prejudice? How were the Jews treated during various eras in history and how did this treatment impact the Nazis treatment of the Jews? What are some of the horrific genocides of the past 100 years and who committed these atrocities, why and what has been world reaction?			
<p>Content (<i>As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The nature and roots of prejudice, when it begins, how it is learned, and how it impacts society. A brief history of the Jewish religions during the various eras of history including medieval history, the Enlightenment, the French Revolution, the Industrial Revolution, the Age of Reaction and the early Twentieth Century. About the various major genocides of the Twentieth and Twenty-first Centuries including Armenia, the forced famine of the Ukraine, Japan's Rape of Nanking, Cambodia, Iraq, Rwanda, Bosnia and Croatia, Durfur and Syria and the laws and punishments developed by the United Nations to combat and 	<p>Skills (<i>As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Chapter Tests Section Quizzes Final Exam Cooperative/collaborative group evaluations Research papers/essays/presentations Marking period projects Genocide Poster board project PowerPoint presentations Internet/Library research Classwork Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.A.2.a 6.2.12.A.4.c 6.2.12.A.5.d 6.2.12.A.5.e 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.4</p> <p>Career Ready Practice:</p> <p>CRP4,11</p>
Time Frame: 2 weeks			
Materials: <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 1-19.			

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punish genocide.			Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Website LCD Projector
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CONTENT: The Holocaust			
Theme: A brief history of the Polish Jews, the development and use of medieval ghettos and the cultural achievements of Judaism prior to the Twentieth Century.			
Essential Questions: How did the Nazis use past persecutions, practices and policies in formulating their dealing with the Jewish faith in the Third Reich?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> About the reasons why European nations established “ghettos” to separate the Jews from the Christians and why the Jews welcomed and created these separate living areas. The living conditions of the ghettos of historical times and the achievements of the Jewish faith and culture living in these isolated areas. Why the Nazis brought back forced ghettos for the Jews during World War II and their uses in the steps of the “Final Solution” to the Jewish questions. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. Determine the factors that led to the Reformation and the impact on European politics. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Chapter Tests Section Quizzes Final Exam Cooperative/collaborative group evaluations Research papers/essays/presentations Marking period projects Genocide Poster board project PowerPoint presentations Internet/Library research Classwork Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.A.2.c 6.2.12.B.2.d 6.2.12.D.2.b 6.2.12.D.11.d 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.4</p> <p>Career Ready Practice:</p> <p>CRP4,11</p> <p>Time Frame:</p> <p>1 week</p> <p>Materials:</p> <p><u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 20-34. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Website LCD Projector</p>

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CONTENT: The Holocaust			
Theme: The causes of the rise of Adolf Hitler and the Nazi Party from 1919 to 1933.			
Essential Questions: What are the mitigating causes and crisis that led to the rise of the Nazis in Germany led by Adolf Hitler that legitimized his rule?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The punishment handed down to Germany by the leaders of the Treaty of Versailles and how this punishment was on the root causes of the rise of the Nazis. • About the creation of the Weimar Republic after World War I and how its policies and constitution led to the rise of political parties like the Nazi Party. • About the life of Adolf Hitler from his childhood to his teenage years living homeless in Vienna where he acquired his anti-Semitic belief, through his service in World War I, his joining the 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. • Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. • Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations. • Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Final Exam • Cooperative/collaborative group evaluations • Research papers/essays/presentations • Marking period projects • Genocide Poster board project • PowerPoint presentations • Internet/Library research • Classwork • Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.B.4.a, 6.2.12.C.4.a, 6.2.12.D.4.b, 6.2.12.D.4.d 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.C.4</p> <p><u>Career Ready Practice:</u></p> <p>CRP4, 11</p>
<u>Time Frame:</u> 2 weeks			
<u>Materials:</u> <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 35-52. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites			

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CONTENT: The Holocaust			
Theme: The ideologies of Adolf Hitler concerning the Jews and the Aryan race and matters of the Third Reich who helped him fulfill his goals.			
Essential Questions: What are the ideologies and philosophies of Adolf Hitler and what role did they play in his action as the leader of the Third Reich?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The ideologies, philosophies and the paradoxes of Adolf Hitler, where his beliefs stem from, how they shaped him as a person, and how they influenced his decision making concerning the Jews and the creation of a Aryan Empire. • The irrationality of the Holocaust and how the destruction of the Jews damaged Germany instead of using the Jews as a resource to advance the Third Reich. • The life and works of some of Hitler’s leading “henchmen” including Hermann Goering, Heinrich Himmler, Reinhard Heydrich and Adolf Eichmann, what they stood for, how they 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. • Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. • Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations. • Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Final Exam • Cooperative/collaborative group evaluations • Research papers/essays/presentations • Marking period projects • Genocide Poster board project • PowerPoint presentations • Internet/Library research • Classwork • Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.D.11.d 6.2.12.D.4.i 6.2.12.D.4.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.1,4</p> <p>Career Ready Practice:</p> <p>CRP4, 11</p>
			<p>Time Frame:</p> <p>1-2 weeks</p>

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assisted in Hitler's rise and their roles in the Final Solution to the Jewish question.			<u>Materials:</u> <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 53-73. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites LCD Projector
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CONTENT: The Holocaust			
Theme: Germany under the Third Reich and Hitler consolidates his power.			
Essential Questions: How did fear of Adolf Hitler and the Nazis allow for the destruction of the Weimar Republic and enable the Nazis to consolidate total power in Germany?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How the Great Depression spring boarded the Nazis into power and how their consolidation of power led to the end of the Weimar Republic. • The ways and means the Nazis used “legal” means to attain power by formulating and plotting illegal schemes and events like the Reichstag Fire to put fear into the people to look to Adolf Hitler and the Nazis to save Germany from depression and the Communists. • How Hitler destroyed his political enemies during the Night of the Long Knives and the death of President Paul von Hindenburg allowed Hitler to consolidate power in Germany. • The organization of the Nazi Regime and how the policies formulated by the Nazis outwardly seemed to benefit the Germany people when in reality the policies were used to advance the Nazi platform to Aryan superiority and the destruction of the Jews. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. • Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period. • Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. • Compare and contrast differing interpretations of current and historical events. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Final Exam • Cooperative/collaborative group evaluations • Research papers/essays/presentations • Marking period projects • Genocide Poster board project • PowerPoint presentations • Internet/Library research • Classwork • Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.D.4.d 6.2.12.C.4.d 6.2.12.C.4.a 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.1,4</p> <p>Career Ready Practice:</p> <p>CRP4, 11</p>
Time Frame: 2 weeks			
Materials: <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 74-93. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites LCD Projector			

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CONTENT: Holocaust			
Theme: Anti-Semitic political, economic and cultural legislation, the Jewish reaction and the start of the Holocaust.			
Essential Questions: How did new anti-Semitic legislation, such as the Nuremberg Laws, expedite the removal of the Jews from the economy and culture of Germany leading to <i>Kristallnacht</i> and the start of the Holocaust?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> About how the Nazis attacked the Jews economically, politically, culturally and religiously in their attempts to dislodge the Jews from German society. How the Jews attempted to reform their church to comply with Nazi doctrine to become more acceptable in Nazi culture. How the Nuremberg Laws were passed that established the status of the Jews in Nazi Germany and paved the way for more anti-Semitic legislation to be passed to further remove and isolate the Jews. The events and causes of the pogrom called <i>Kristallnacht</i> that most Holocaust historians refer to as the start of the Holocaust. 	<p>Skills (<i>As a result of this learning segment, students will be able to do...</i>)</p> <ul style="list-style-type: none"> Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Europe. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Chapter Tests Section Quizzes Final Exam Cooperative/collaborative group evaluations Research papers/essays/presentations Marking period projects Genocide Poster board project PowerPoint presentations Internet/Library research Classwork Homework 	<p>Standards (NJSL)</p> <p>6.2.12.A.11.e 6.2.12.A.4.c 6.2.12.C.4.a 6.2.12.D.4.h 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.1,4</p> <p>Career Ready Practice: CRP4,7,8,11</p> <p>Time Frame: 2 weeks</p> <p>Materials: <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 94-114. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites</p>

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CONTENT: The Holocaust			
Theme: Hitler's War: The start and course of World War II and the destruction of the Jews.			
Essential Questions: How did the apathy of Great Britain and France lead to Adolf Hitler creating a Nazi Empire in Europe that allowed Hitler to ultimately invade Poland and create ghettos and death camps in conquered Poland?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How a lack of action by France and Great Britain in standing up to Germany and the subsequent appeasement at Munich allowed Hitler to reacquire and conquer various territories in Europe prior to World War II including the Saar Basin, Rhineland, Austria, the Sudetenland and the remainder of Czechoslovakia. • The Nazi vision for conquered Poland as the place where the collection, isolation and annihilation of the Jews will occur through a system of railroads, ghettos and death camps. • The course of World War II and how Hitler made a fatal mistake by sneak attacking the Soviet Union before eliminating Great Britain as a threat and creating a two-front war in Europe. • The significance of the entrance of the United States into World War II and its effects on the outcome of the war both in Europe and in the Pacific. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. • Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. • Compare how Allied countries responded to the expansionist actions of Germany and Italy. • Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Final Exam • Cooperative/collaborative group evaluations • Research papers/essays/presentations • Marking period projects • Genocide Poster board project • PowerPoint presentations • Internet/Library research • Classwork • Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.A.11.b 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.11.a 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.C.1,4</p> <p><u>Career Ready Practice:</u></p> <p>CRP4,7,8,11</p>
<u>Time Frame:</u> 2 weeks			
<u>Materials:</u> <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pgs 115-140 Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites			

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CONTENT: The Holocaust			
Theme: The movement from Nazi ideology to collecting and isolation the Jews in ghettos and concentration camps.			
Essential Questions: How did the Nazis implement the steps that resulted in the Final Solution to the Jewish question?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The various ways the Nazis implemented ways and techniques in the years prior to the Holocaust to identify who were Jewish and were they were located as part of the first step in the Final Solution. The second step in the Final Solution process of collecting the Jews and the four types of concentration camps created by the Nazis to aid in the process of the Final Solution. The process of the third step in the separating and isolating of the Jews in ghettos, why the Nazis established Jewish ghettos, where they were located, what life was like in the ghettos for the Jews, and the real purpose of the ghettos and a holding pen until the death camps were build and ready. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Chapter Tests Section Quizzes Final Exam Cooperative/collaborative group evaluations Research papers/essays/presentations Marking period projects Genocide Poster board project PowerPoint presentations Internet/Library research Classwork Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.A.11.e 6.2.12.D11.d 6.2.12.A.11.b 6.2.12.D.4.i 6.3.12.A.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.1,4</p> <p>Career Ready Practice:</p> <p>CRP4,7,8,11</p>
			<p>Time Frame:</p> <p>2 weeks</p>
			<p>Materials:</p> <p><u>A History of the Holocaust: From Ideology to Annihilation.</u> 141-161. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites</p>

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SOCIAL STUDIES DEPARTMENT
HOLOCAUST

CONTENT: The Holocaust			
Theme: Annihilation of the Jews in theory, methods and practice.			
Essential Questions: How were the Nazis able to use deception to entice the Jews to get on the trains and head to the death camps?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How the Wannsee Conference held in January 1942 led by Reinhard Heydrich answered the question of what should be the final solution to the Jewish question and made the destruction of the Jews official Nazi policy. • About the gruesome work of the Einsatzgruppen (mobile killing) units as they followed the Nazi invasion of the Soviet Union and committed atrocious acts against Jews and Soviet civilians. • The major reasons the Nazis needed to develop faster and more efficient methods of killing Jews in mass numbers and the types of methods used before to creation of the death camps. • About the creation of the seven major death camps with an emphasis on the largest death camp of Auschwitz, what is was like in Auschwitz, how many Jews perished there, the makeup of the camp, and how the commandant of Auschwitz is considered to be one of history's greatest mass murders. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. • Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. • Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. • Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Chapter Tests • Section Quizzes • Final Exam • Cooperative/collaborative group evaluations • Research papers/essays/presentations • Marking period projects • Genocide Poster board project • PowerPoint presentations • Internet/Library research • Classwork • Homework 	<p>Standards (NJSLs) 6.2.12.A.11.e 6.2.12.D11.d 6.2.12.A.11.e 6.2.12.D.4.i WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards: 8.1.12.D.3 8.2.12.B.4</p> <p>21st Century Themes and Skills: 9.1.12.C.4</p> <p>Career Ready Practice: CRP4, 11</p>
Time Frame: 2 weeks			
Materials: <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 162-190. Accompanying worksheet, essays, quizzes and chapter test. Internet Resources & Websites Teacher generated outline notes LCD Projector			

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CONTENT: The Holocaust			
Theme: Resistance, rescue, and the aftermath.			
Essential Questions: How did the events of the rise of the Nazis and the Holocaust lead to world action in forming international councils and tribunals to combat and punish the act of genocide?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> About the different ghetto and concentration camp uprising that occurred during the years of the Holocaust along with the militant Jews, the underground armies that formed to combat the Nazis, who led them, why they occurred, and the manner in which the Nazis dealt with these uprisings. About how many Jews under Nazi occupation survived the Holocaust through the actions of Christian groups, ordinary people and neighbors, obstruction by defeated governments? Students will learn about the success of the Danes in rescuing their Jews. About Germany and Poland after World War II, the plight of the 7 million displaced people after the war, the Nuremberg Trials of the leading Nazis, the creation of organizations in the United 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Chapter Tests Section Quizzes Final Exam Cooperative/collaborative group evaluations Research papers/essays/presentations Marking period projects Genocide Poster board project PowerPoint presentations Internet/Library research Classwork Homework 	<p>Standards (NJSLs)</p> <p>6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.D.4.i 6.2.12.A.4.c 6.1.12.D.11.e 6.1.12.C.15.a 6.1.12.D.15.a 6.3.12.A.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.3,4,5 8.2.12.B.4,5</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.C.1,4</p> <p>Career Ready Practice:</p> <p>CRP4,7,8,11</p>
			<p>Time Frame:</p> <p>2 weeks</p>

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<p>Nations to combat future genocides, and the state of the Jewish faith in Poland today.</p>	<p>consequences of genocide for all involved.</p> <ul style="list-style-type: none"> • Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. • Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises. • Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. 		<p><u>Materials:</u> <u>A History of the Holocaust: From Ideology to Annihilation.</u> Pages 191-230. Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Resources & Websites</p>
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