



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Social Studies

COURSE: The Holocaust and Modern Day Genocide

Curriculum Development Timeline

School: Ocean Township High School
Course: The Holocaust and Modern Day Genocide
Department: Social Studies

Board Approval	Supervisor	Notes
August 2012	Stephen Sarles	Update Standards
August 2013	Stephen Sarles	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates
August 2026	Cecilia Vila	Revision

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COURSE: The Holocaust and Modern Day Genocide

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Human Behavior	21	Final Solution
2	Human Behavior	22	Final Solution
3	Human Behavior	23	Resistance
4	Armenian Genocide	24	Resistance
5	Armenian Genocide	25	Resistance
6	Armenian Genocide	26	Resistance
7	Defining Genocide	27	Justice and Memory
8	Defining Genocide	28	Justice and Memory
9	Preconditions to the Holocaust	29	Current and Contested Genocides
10	Preconditions to the Holocaust	30	Current and Contested Genocides
Week	Marking Period 2	Week	Marking Period 4
11	Preconditions to the Holocaust	31	Current and Contested Genocides
12	Preconditions to the Holocaust	32	Genocide in Rwanda
13	Preconditions to the Holocaust	33	Genocide in Rwanda
14	Phases and Stages of the Holocaust	34	Genocide in Darfur
15	Phases and Stages of the Holocaust	35	Genocide in Darfur
16	Phases and Stages of the Holocaust	36	Genocide in Darfur
17	Phases and Stages of the Holocaust	37	Genocide in Cambodia
18	Phases and Stages of the Holocaust	38	Genocide in Cambodia
19	Final Solution	39	Genocide in Cambodia
20	MIDTERM EXAMS	40	FINAL EXAMS

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Core Instructional & Supplemental Materials including various levels of Texts

The World Must Know (Michael Berenbaum)

Genocide: A Comprehensive Introduction (Adam Jones)

Salvaged Pages: Young Writers' Diaries of the Holocaust (Alexandra Zapruder)

War and Genocide: A Concise History of the Holocaust (Doris Bergen)

Articles and readings from Facing History & Ourselves, the United States Holocaust Memorial Museum, etc. as appropriate

Amistad Education: The discussion of contested genocides will include a conversation about the Atlantic slave trade and its consideration as genocidal.

AAPI: Course materials will include information about Japanese internment camps in the United States during WWII, the Japanese comfort women of WWII, the Cambodian genocide, etc.

Climate Change Mandate: The climate, environment, and availability of/access to natural resources will be discussed as precursors to both causes and effects of genocide.

LGBT/Persons with Disabilities Mandate: Course discussions will include content about the "pink triangle" and the treatment of LGBTQ+ and disabled people during the Holocaust, etc.

Diversity, Equity, and Inclusion Mandate: The whole course is compliant with this mandate, and will utilize NJDOE resources pertaining to the mandate.

Time Frame

Three (3) Weeks

Topic

Unit One: Human Behavior

Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

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6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- analyze and discuss the role of human behavior and human nature in the planning and execution of genocide.
- review and analyze experiments regarding human behavior and how it applies to genocide studies.
- compare and assess different schools of thought regarding genocide, ie. Browning's "ordinary men" versus Goldhagen's "willing executioners."

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

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COURSE: The Holocaust and Modern Day Genocide

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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COURSE: The Holocaust and Modern Day Genocide

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Time Frame	Three (3) weeks
Topic	
Unit Two: The Armenian Genocide	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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.	

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COURSE: The Holocaust and Modern Day Genocide

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- identify the causes of the Armenian genocide, and understand how and why the Armenians were targeted.
- assess and discuss why the Armenian genocide continues to be denied by Turkey and other countries.
- analyze and discuss the aftermath of the Armenian genocide.

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

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COURSE: The Holocaust and Modern Day Genocide

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

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COURSE: The Holocaust and Modern Day Genocide

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Time Frame	Two (2) weeks
Topic	
Unit Three: Defining Genocide	

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Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- understand and discuss the genesis of the word genocide, and the role played by Raphael Lemkin in creating the word.
- analyze and assess the United Nations Convention on the Prevention and Punishment of the Crime of Genocide (UNGC) and its application throughout the 20th and 21st centuries.
- assess and discuss the legal definition of genocide, and compare and analyze other scholarly definitions.

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection

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COURSE: The Holocaust and Modern Day Genocide

- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

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9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
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 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Time Frame	Five (5) weeks
Topic	
Unit Four: Preconditions to the Holocaust	
Alignment to Standards	

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COURSE: The Holocaust and Modern Day Genocide

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- identify the causes and impacts of antisemitism throughout history.
- assess and discuss how antisemitism created conditions that allowed the Holocaust to happen.
- determine the role of propaganda in spreading antisemitism and hate, as well as analyze the role of propaganda leading up to, during, and after the Holocaust.

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

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Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

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Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Time Frame

Five (5) weeks

Topic

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Unit Five: Phases and Stages of the Holocaust

Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- identify the stages of genocide and begin applying them to the phases of Holocaust, assessing Hitler's genocidal intent and planning throughout the Holocaust.
- interpret and apply our units on human behavior and antisemitism and apply them to our discussion of the Holocaust and its stages.
- discuss if all genocides go through the same stages and if the stages always progress in the same order, using our previous unit on Armenia to start.
-

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

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COURSE: The Holocaust and Modern Day Genocide

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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DEPARTMENT: Social Studies

COURSE: The Holocaust and Modern Day Genocide

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 / CRP9: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.

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COURSE: The Holocaust and Modern Day Genocide

CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Time Frame	Four (4) weeks [inclusive of MIDTERM EXAMS]
Topic	
Unit Six: The Final Solution	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> Students will be able to • identify the difference between concentration camps and killing centers and place both in the historical context of the Holocaust. • analyze and discuss the role of the Wannsee Conference in determining the fate of European Jews during the Holocaust. • assess and discuss the correlation between the Wannsee Conference and concentration camps and killing centers. <u>Activities:</u> Students will engage in some or all of the following activities throughout the unit: • complete assigned readings (for discussion, annotation, etc.) • watch short videos and/or documentaries • view and/or read survivor testimony	

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COURSE: The Holocaust and Modern Day Genocide

- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessment
- Midterm Exam - website creation (or similar)

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

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- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 / CRP9: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.

CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Time Frame

Four (4) weeks

Topic

Unit Seven: Resistance and Partisans

Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- define what a partisan is, and understand why people - especially Jews - chose to join the partisans.
- assess and discuss the challenges and obstacles faced by partisans.
- analyze and discuss the role of partisans as it pertains to resistance during the Holocaust.

Activities:

Students will engage in some or all of the following activities throughout the unit:

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- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how

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it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their

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learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 / CRP9: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.

CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Time Frame

Two (2) weeks

Topic

Unit Eight: Justice and Memory

Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

Learning Objectives and Activities

Learning Objectives:

Students will be able to

- understand and discuss how and why the Nuremberg tribunals/trials were established and organized after the Holocaust and World War II.
- identify and analyze the charges (or counts) used at the trials.
- assess and discuss the difference(s) between the Nuremberg trials and the Eichmann trial.

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Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant

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connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

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- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 / CRP9: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.

CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Time Frame	Three (3) weeks
Topic	
Unit Nine: Recent/Current and Contested Genocides	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
Learning Objectives and Activities	
Learning Objectives: Students will be able to ● use the framework of the United Nations Genocide Convention and the legal definition of genocide to assess contested cases of genocide and determine, using primary and secondary sources, if those cases constitute genocide and defend why or why not.	

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COURSE: The Holocaust and Modern Day Genocide

- use the framework of the United Nations Genocide Convention and the legal definition of genocide to assess recent and/or current cases of genocide and determine, using primary and secondary sources, if those cases constitute genocide and defend why or why not.

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

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Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Time Frame	Two (2) weeks
Topic	
Unit Ten: Genocide in Rwanda	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> Students will be able to: • review and analyze the role and impact of imperialism in Rwanda. • discuss the distinction between the Twa, Hutu and Tutsi groups within Rwanda. • Identify and analyze the factors that led to genocide. • discuss the events of the genocide and how the genocide ended. • debate the responsibility of the international community in not helping to stop the genocide in Rwanda.	

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COURSE: The Holocaust and Modern Day Genocide

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

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RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

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○ 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. ● Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge. ○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
Career Education
n/a

Time Frame	Three (3) weeks
Topic	
Unit Eleven: Genocide in Darfur	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> Students will be able to: ● examine the causes of genocide and violence occurring in Sudan. ● discuss the role of the Sudanese government and the Janjaweed. ● analyze how religious differences and prejudice exacerbate these conflicts. ● discuss the events of the genocide and how the genocide ended. ● debate the role of the international community with regards to the violence in Sudan and assess the responsibility of the international community in not helping to stop the genocide in Darfur.	

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Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant

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connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

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○ 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. ● Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge. ○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
Career Education
n/a

Time Frame	Two (2) weeks
Topic	
Unit Twelve: Genocide in Cambodia	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> Students will be able to: ● discuss Pol Pot and assess the role he played in the genocide in Cambodia. ● analyze the Khmer Rouge and their goal to create a community peasant farming society. ● define and discuss the killing fields. ● assess the purging of 'class enemies' and the 'purification' of Cambodian society. ● analyze how Pol Pot lost power and how the genocide ended.	

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COURSE: The Holocaust and Modern Day Genocide

- evaluate the role of the Vietnam war and the international community, especially the United States, as factors that led to genocide.

Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Unit assessments

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

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English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

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○ 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. ● Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge. ○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
Career Education
n/a

Time Frame	Two (2) weeks [inclusive of FINAL EXAMS]
Topic	
Unit Thirteen: Legacy and Lessons of Genocide	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> Students will be able to ● revisit earlier conversations about human behavior and genocide, and have a more informed discussion regarding the interplay of the two. ● review and assess the legal definition of genocide and revisit our previous debate about updating it, utilizing what we have learned throughout the course to defend their opinions. ● assess and discuss why it is important to inform and educate others about genocide. ● determine what action(s) can be taken by teenagers to bring awareness to genocide.	

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Activities:

Students will engage in some or all of the following activities throughout the unit:

- complete assigned readings (for discussion, annotation, etc.)
- watch short videos and/or documentaries
- view and/or read survivor testimony
- reflect on material (with or without prompts) in journals
- participate in class discussion via talking circles, Q&A, etc.
- create word walls to learn and understand language relevant to the unit
- take notes - create mind maps and graphic organizers, utilize guided notes, etc.
- collaborate with classmates on various tasks
- analyze documents and/or other primary source materials
- complete unit specific assignments and projects

Assessments

Formative:

- Class discussion - talking circles, etc.
- Document discussion / analysis
- Journal reflection
- Notetaking activities - graphic organizers, mind mapping, etc.
- Collaborative assignments
- Facing History & Ourselves activities (or similar)

Summative:

- Project(s) / Presentation(s)
- Writing assignments
- Reflection papers
- Final Exam - Podcast / TEDTalk (or similar)

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- TBD by student needs (ie. 504, IEP, WIDA Can Do Descriptors, I&RS feedback, etc.), and/or class progress and needs

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023):

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant

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COURSE: The Holocaust and Modern Day Genocide

connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
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COURSE: The Holocaust and Modern Day Genocide

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

n/a

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

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COURSE: The Holocaust and Modern Day Genocide

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns





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Standard 6.2: World History (Global Interdependence)

- **6.2.12.CivicsHR.4.a:** Analyze the Treaty of Versailles and the League of Nations from multiple perspectives to evaluate their effectiveness in establishing peace and **protecting human rights**.
- **6.2.12.HistoryCC.4.h:** Evaluate the short- and long-term social, political, economic, and cultural impacts of **the Holocaust** on the Jewish people and the international community.
- **6.2.12.HistoryCC.4.i:** Compare and contrast historical and contemporary **genocides** and mass atrocities, examining the responses of individuals, groups, and governments (e.g., Armenia, Ukraine/Holodomor, Cambodia, Rwanda, Bosnia, Darfur, Rohingya).
- **6.2.12.CivicsHR.5.a:** Evaluate the role of international organizations, treaties, and charters (such as the **UN Universal Declaration of Human Rights** and the **Genocide Convention**) in shaping global human rights policies.

Standard 6.1: U.S. History (America in the World)

- **6.1.12.HistoryCC.11.d:** Evaluate the role of the United States in the Mediterranean and European theaters of World War II, and alter/evaluate the American response to **the Holocaust and refugee crises**.
- **6.1.12.CivicsHR.14.a:** Analyze the role of U.S. foreign policy in response to global human rights violations and genocides during the late 20th and early 21st centuries.

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