

Holocaust Studies & Human Behavior

10th, 11th, and 12th Grades

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Holocaust Studies and Human Behavior

Course Description:

Holocaust Studies and Human Behavior is a sophomore/ junior/ senior level elective which will challenge students to examine and question human behavior using the Holocaust as a major case study for this analysis. The Holocaust is one of the major turning points in human history, whose influence in our lives remains 80 years later. This course builds on the introduction to the Holocaust and other genocides studied in U.S. History, and it addresses the historical, sociological, philosophical, and psychological implications of the Holocaust. The first half of the year is devoted to the study of human nature including: identity, “us” versus “them,” group processes, obedience to authority, and the universe of obligation. The second half of the year uses the Holocaust as a case study in examining human nature. Additionally, case studies of other genocides like Armenia, Rwanda, and Sudan will be studied within this framework. The students will receive information through lectures and direct instruction, but the majority of the learning will be through analysis of experiments and real-world experiences, first-hand accounts, original research, and collaborative studies with their classmates.

Course Sequence:

Unit 1: Human Nature: 5 weeks

Unit 2: Human Behavior: 5 weeks

Unit 3: Anti-Semitism: 2 weeks

Unit 4: German History: 3 weeks

Unit 5: The Rise of Hitler and Nazi Germany: 6 weeks

Unit 6: The Holocaust: 8 weeks

Unit 7: Beyond the Holocaust: Other Genocides: 3 weeks

Prerequisite: United States History II

Unit # - Overview**Content Area: Holocaust Studies and Human Behavior****Unit Title: Unit 1- Human Nature****Grade Level: 11-12**

Core Ideas: Humans are complex and cannot easily be explained. This unit is designed to have students examine their own lives and experiences as well as others in order to understand the motivation of humans when acting both positively and negatively. Students will reflect the role of labels and stereotypes on identity, analyze philosophers and psychologists of human nature, and study the concept of obedience to an authority. This unit is done to prepare the students to look at the Holocaust through the lens of a sociologist.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**6.1.12.History
CA.14.b

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.History
SE.14.b

Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.History
CC.14.e

Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.2.12.History
UP.2.a

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.3.12.History
CA.2

Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Computer Science and Design Thinking

8.1.12.DA.1

Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5

Create data visualizations from large data sets to summarize, communicate, and support

	different interpretations of real-world phenomena.
8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+	When students study identity and the impact of labels and stereotypes, students will analyze the degree of influence of being LGBTQ+ on identity and how one sees himself/ herself.
Amistad	When students study identity and the impact of labels and stereotypes, students will analyze the degree of influence of being African-Americans on identity and how one sees himself/ herself.
Holocaust	When students study identity and the impact of labels and stereotypes, students will analyze the degree of influence of being Jewish on identity and how one sees himself/ herself.
AAPI	When students study identity and the impact of labels and stereotypes, students will analyze the degree of influence of being Asian-American on identity and how one sees himself/ herself.
Disabilities	When students study identity and the impact of labels and stereotypes, students will analyze the degree of influence of being disabled on identity and how one sees himself/ herself.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
Interdisciplinary Connection	
LS2.D	Social Interactions and Group Behavior Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HS-LS2-8)

S-CP-7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
CCSS.MATH.CO NTENT.HSS.I D. A.1	Represent data with plots on the real number line

Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

NJLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.

Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets

Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects
Alternative Assessments: portfolio, oral testing

Resources/Materials: facing.org; Facing History and Ourselves Resource book; <https://www.ushmm.org/>, United States Holocaust Memorial Museum, NJ Curriculum on the Holocaust
<https://www.nj.gov/education/holocaust/curriculum/mat>

Key Vocabulary: identity, human nature, BF Skinner, Machiavelli, Hobbes, John Locke, Stanley Milgram, Jane Elliot (Blue Eye/ Brown Eye Experiment), Philip Zimbardo, obedience to authority

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Identity	To determine what forms our identity	Analyze your own history to determine what created your identity Analyze what formed the identities of other people (The Bear That Wasn't) Personal Identity Reflection and analysis poster	5
Stereotypes and Labels	To determine to what extent the stereotypes and labels of the outside world creates an identity	Analyze experiences of others to determine to what extent identity was created by labels and stereotypes- various stories from Facing History View and analyze <i>Crash</i>	8
Analysis of Human Nature	To read and analyze views of human nature by philosophers and psychologists	Read and analyze the philosophies and readings of John Locke, Philip Zimbardo, N. Machiavelli, Thomas Hobbes, and BF Skinner The Psychology of Evil- TED Talk analysis, <i>Lord of the Flies</i>	8
Obedience to Authority	To determine to what degree following orders can be used to determine fault of the one who received orders	Reflect on your own relationship with authority; determine to which extent you are obedient and what should be the role of obedience in society	1-2
Stanley Milgram	To view and analyze the Stanley Milgram experiment to determine to what extent average people will follow orders with which they do not agree	View and analyze the Milgram experiment	2
Jane Elliot/McDonalds	To view and analyze the Jane Elliot experiment to determine to what extent average students will follow orders of their teacher; analyze situation in which a woman followed orders of a perceived authority	View and analyze the Jane Elliot experiment View and Analyze McDonalds incident	4
A Few Good Men	To view and analyze the plot of <i>A Few Good Men</i> to determine if following orders can be used as justification for actions	View, analyze, and discuss the obedience to authority portrayed in <i>A Few Good Men</i>	4

Teacher Notes:

Additional Resources: various YouTube clips and readings, *Crash*, *A Few Good Men*, *Lord of the Flies*

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed
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outlines and organization in writing assignments; provide extended time as needed				
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Unit # - Overview	
Content Area: Holocaust Studies and Human Behavior	
Unit Title: Unit 2 Human Behavior	
Grade Level: 11th-12th	
Core Ideas: Unit 2 is a continuation of the first unit on human nature as we delve further into human actions and human behavior. The students will focus on the universe of obligation and group processes.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
6.2.12.History UP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds
6.3.12.History CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
6.1.12.History CA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.History SE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.History CC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Computer Science and Design Thinking	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+	When students study the universe of obligation and analyze “us vs. them” as well as group processes, students will determine the extent that labels like LGBTQ, African-American, Jewish, Asian-American, and disabled play a role in the classifications.
Amistad	When students study the universe of obligation and analyze “us vs. them” as well as group processes, students will determine the extent that labels like LGBTQ, African-American, Jewish, Asian-American, and disabled play a role in the classifications.
Holocaust	When students study the universe of obligation and analyze “us vs. them” as well as group processes, students will determine the extent that labels like LGBTQ, African-American, Jewish, Asian-American, and disabled play a role in the classifications.
AAPI	When students study the universe of obligation and analyze “us vs. them” as well as group processes, students will determine the extent that labels like LGBTQ, African-American, Jewish, Asian-American, and disabled play a role in the classifications.
Disabilities	When students study the universe of obligation and analyze “us vs. them” as well as group processes, students will determine the extent that labels like LGBTQ, African-American, Jewish, Asian-American, and disabled play a role in the classifications.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals

	Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ
Interdisciplinary Connection	
S-CP-7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How do humans view themselves in society? How do they view others? • To what extent do individuals come to the aid of others in need? Are there factors that influence this decision? • Why do humans form groups? • What are the benefits and drawbacks of group involvement? • When are groups dangerous? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Many factors influence whether or not people get involved in the lives of others. • Humans must make decisions about getting involved when others are in need. • People join groups for safety and need. • Groups can become dangerous.
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Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets
Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects
Alternative Assessments: portfolio, oral testing

<p>Resources/Materials: Text: Facing History and Ourselves, The Hangman poem, readings, 20/20 video clip on California dance, <i>What Would You Do</i> Episodes-varied, S. Asch experiment, elevator experiments, <i>The Wave</i></p>	<p>Key Vocabulary: universe of obligation, group processes, cult</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What Would You Do? Personal Assessment	To determine your own Universe of Obligation; self-reflection	Respond to various scenarios	1-2
Universe of Obligation Visual	To determine your own Universe of Obligation	Create personal Universe of Obligation diagram	1
“The Hangman”	To analyze the poem for meaning	Read and Analyze the poem “The Hangman”	2
Kitty Genovese/ The Bad Samaritan/ California Dance Incident	To analyze various real-world scenarios as to the universe of obligation	Read and analyze the situations to determine to what degree people will get involved in other people’s situations	3
<i>What Would You Do?</i> Episodes	To analyze various manufactured scenarios as to the universe of obligation	View and discuss episodes as to the degree to which people get involved in other people’s situations	2

Experience with Groups Reflection	To reflect on your own experience with groups	Create an inventory of group membership, benefits, and drawbacks	1
Research and Presentation on Groups	To become an expert on a group as to its history, benefits, and drawbacks	Research, analyze, and report on a specific group	5
Various Group Experiments	To analyze various experiments as to the power of group processes	View, discuss, and analyze various experiments on groups	5
<i>The Wave</i>	To analyze the novel <i>The Wave</i> as to the power of group processes	Read, discuss and analyze <i>The Wave</i>	8

Teacher Notes:

Additional Resources: YouTube clips, *The Wave*

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed

Unit # - Overview

Content Area: Holocaust Studies and Human Behavior

Unit Title: Unit 3 Anti-Semitism

Grade Level: 11th and 12th

Core Ideas: Jewish people have suffered from Anti-Semitism since they formed as a group thousands of years ago. This pretext helped to set the stage for The Holocaust. Anti-Semitism still exists today and continues to impact those of the Jewish faith. This unit will study the history of the treatment of the Jewish people throughout history in order to better understand what led to the acts of the Holocaust.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**6.1.12.Civics
HR. 8.a

Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.Civics
HR. 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.Civics
PR. 2.b

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).

6.2.8.History
CC. 4.d:

Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.History
UP. 3.c:

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.6:

Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.PB.5

Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget

9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Computer Science and Design Thinking

8.1.12.DA.1

Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5

Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

Holocaust

To examine the role of prejudice and stereotypes of the Jewish people throughout history to determine the necessary conditions for the Holocaust to occur.

SEL

Develop, implement, and model effective problem-solving and critical thinking skills

Utilize positive communication and social skills to interact effectively with others

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Recognize the skills needed to establish and achieve personal and educational goals

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Interdisciplinary Connection

S-CP-7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques

	such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the
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	discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Why have Jews suffered from anti-Semitism? • How have various countries reacted to anti-Semitism? • How do Jews continue to suffer from anti-Semitism? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Jews have faced anti-Semitism since they became a group thousands of years ago. • Historical anti-Semitism is the basis for the Holocaust. • Anti-Semitism still exists today.
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Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets
Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects
Alternative Assessments: portfolio, oral testing

Resources/Materials: Facing History and Ourselves, "The Roots," <i>The Longest Hatred</i>	Key Vocabulary: discrimination, prejudice, Anti-Semitism
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
"The Roots" (history of Anti-Semitism)	To identify and explain the history of anti-Semitism in the history of Jewish people	Read, discuss, and analyze "The Roots"	2
<i>The Longest Hatred</i> (documentary)	To identify and explain the history of anti-Semitism in the history of Jewish people	View, discuss, and analyze <i>The Longest Hatred</i>	3
Jewish Stereotypes and their Origins	To identify and explain the origins of stereotypes of Jewish people	Read, discuss, and analyze the stereotypes of people of the Jewish faith	3
School Ties	Analyze the impact of anti-Semitism on Jewish people	View, discuss, and analyze the impact of anti-Semitism on people of the Jewish faith	3
Anti-Semitism Today	Analyze the impact of anti-Semitism on Jewish people	View/ read, discuss, and analyze the impact of anti-Semitism on people of the Jewish faith	3

Teacher Notes: Be extra sensitive to the items discussed in this unit

Additional Resources: *School Ties*

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed

Unit # - Overview	
Content Area: Holocaust Studies and Human Behavior	
Unit Title: Unit 4 German History	
Grade Level: 11th and 12th	
Core Ideas: Germany's history played a large role in setting the stage for the Holocaust. Economic hardships change people's attitudes and play a major role in social beliefs. Students need to be knowledgeable about the years leading up to 1933 so that they can more clearly understand and culture that allowed someone like Hitler to come to power.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
6.1.12.History CC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
6.1.12.History SE.15.c:	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.2.12.Civics P R.2.b	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).
6.2.12.Civics SD P.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.Economics ET .3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.CivicsP I.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsH R.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.
6.2.12.GeoSP. 4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post WWI.
6.2.12.EconEM.4.a	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
6.2.12.History CC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.History CC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.History CC.4.c:	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.
6.2.12.History CC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.History UP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

Career Readiness, Life Literacies, and Key Skills

9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

Computer Science and Design Thinking

8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
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Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

Holocaust	To examine the role of prejudice and stereotypes of the Jewish people throughout history to
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	determine the necessary conditions for the Holocaust to occur.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
Interdisciplinary Connection	
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are

	writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D.

	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does the economy influence social policy and laws? ● How does a country's history influence its present? ● How does a country's culture influence its policies, laws, and racial attitudes? ● How did the rise of nationalism affect Germany? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Germany had a militaristic history that influenced its culture. ● Germany made tremendous social, political, militaristic, and educational advancements at the turn of the 20th Century. This played a role in the German view of itself in the worldview. ● WWI destroyed Germany politically, economically, culturally, and socially; this created a condition in which people were looking for answers and redemption. ● Germany's national identity and the unification of the Germanic people had significant impacts on the course of German history both pre-World War I and in the time leading into the WWII.
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Evidence of Learning

<p>Formative Assessments: class discussion, journal, reflections, exit tickets Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects Alternative Assessments: portfolio, oral testing</p>
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<p>Resources/Materials: facing.org; Facing History and Ourselves Resource book; https://www.ushmm.org/, United States Holocaust Memorial Museum, https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file1.pdf</p>	<p>Key Vocabulary: Weimar Republic, World War 1, Great Depression</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Formation of Germany: Congress of Vienna 1871	To understand and explain the formation of Germany as a country	Read articles, view video clips, discuss, and analyze the time period	4
Germany Grows And Expands: 1871-1914	To understand and explain the growth of the German Empire	Read articles, view video clips, discuss, and analyze the time period	4
World War I	To understand and explain Germany's WWI experience	Read articles, view video clips, discuss, and analyze the time period	3
Post WWI Germany: Devastation	To understand and explain the devastation Germany faced in the post WWI Era	Read articles, view video clips, discuss, and analyze the time period	6
Germany Under the Weimar Republic	To understand and explain the psychological, economic, and social conditions of Germany from immediately after WWI through the Golden Age of Weimar and into the Great Depression	Read articles, view video clips, discuss, and analyze the time period	5

Teacher Notes:				
Additional Resources: <i>PBS The Great War Episode 1</i>				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed

Unit # - Overview**Content Area: Holocaust Studies and Human Behavior****Unit Title: Unit 5 The Rise of Hitler and Nazi Germany****Grade Level: 11th and 12th**

Core Ideas: After WWI, Germany was in a desperate state. Hitler gained power in January 1933 after years of building a following as a member of the Nazi Party. Once in power, Hitler and the Nazis systematically and gradually took absolute power.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**6.1.12.CivicsPD
.16.a

Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.2.12.EconET.3.a

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.CivicsPI.4.a

Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.CivicsH
R.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.

6.2.12.EconEM.4.a

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

6.2.12.HistoryC
C.4.a

Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryC
C.4.b

Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.HistoryC
C.4.c:

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.

6.2.12.HistoryC
C.4.g

Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryU
P.4.a

Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryU P.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.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
Computer Science and Design Thinking	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
Holocaust	To examine the role of prejudice and stereotypes of the Jewish people throughout history to determine the necessary conditions for the Holocaust to occur.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
Interdisciplinary Connection	
S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

	evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Why and how do people look to other individuals to solve their problems? • How are people able to assume power over other individuals? • How can governments gain power over their people? • How can governments use fear to strip away individual rights of their people? • How can governments use propaganda to sway public opinion? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • People are sometimes willing to give up rights when they are suffering and are looking for relief • Governments need to be questioned by the people; check in government power are essential for freedom to remain • Individuals need to question their leaders • Power is often stripped subtly and slowly; individuals need to be aware and question the actions of those with power
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Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets
Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects
Alternative Assessments: portfolio, oral testing

Resources/Materials: facing.org; Facing History and Ourselves Resource book; <https://www.ushmm.org/>, United States Holocaust Memorial Museum, https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file1.pdf

Key Vocabulary: propaganda, Nazi, Nuremberg Laws, Evian Conference

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Biography of Hitler: Early Days	To understand and explain the early days of Hitler	Analyze various readings and view <i>Hitler: The Rise of Evil</i>	3
Hitler during World War 1	To understand and explain the WWI experience of Hitler and other German soldiers	Analyze various readings and view <i>Hitler: The Rise of Evil</i>	2
Hitler and the Nazi Party	To understand and explain Hitler's involvement in the Nazi Party in the early days	Analyze various readings and view <i>Hitler: The Rise of Evil</i>	4

The Rise of Hitler's Popularity	To understand and explain Hitler's involvement in the Nazi Party and growth of his influence	Analyze various readings and view <i>Hitler: The Rise of Evil</i>	4
Hitler as Chancellor: 1933-1935	To understand and explain the step-by-step process of the Nazis and Hitler to get absolute power in Germany	Analyze various readings and view video clips; analyze primary documents of the 1933-1935 era; discuss firsthand accounts	10
Nuremberg Laws	To understand and explain the significance of the Nuremberg Laws	Analyze various readings and view video clips; discuss firsthand accounts	2

1936 Berlin Olympics	To understand and explain the significance of the Berlin Olympics as a means of propaganda	Analyze various readings and view video clips; discuss firsthand accounts	2
Evian Conference	To understand and explain the significance of the Evian Conference and its impact on the Jewish experience	Analyze various readings and view video clips; discuss firsthand accounts	2
Kristallnacht	To understand and explain the significance of the Kristallnacht as a major turning point in the treatment of the Jewish people	Analyze various readings and view video clips; discuss firsthand accounts	3
Kindertransport	To understand and explain the significance of the Kindertransport in helping 10,000 Jewish children	Analyze various readings and view video clips; discuss firsthand accounts	3
1933-1938 Project	To analyze and summarize the significant years of 1933-1938 as to their impact on the German population and the people of the Jewish faith more specifically	Complete a project on the years 1933-1938	5

Teacher Notes:

Additional Resources: *Hitler: The Rise of Evil*, *Jojo Rabbit*, Robert Wohl essay on Hitler's experience in WWI

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students
consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed

Unit # - Overview

Content Area: Holocaust Studies and Human Behavior

Unit Title: Unit 6: The Holocaust

Grade Level: 11th and 12th

Core Ideas: The Holocaust was a horrific event from modern history; this period demonstrates what happens when people are bystanders and do not actively stop acts that are barbaric and unethical. At the same time it demonstrates the beauty of the human experience when individuals risk their lives to save others. This complex case study reveals the best and worst of human nature. Students will study the varied experiences of the victims of the Holocaust including: ghettos, camps, hiding, resistance, and rescue, etc.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.12.History CC. 15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.CivicsP D.1 6.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.EconN E.1 6.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations
6.2.12.EconE T.3. a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.CivicsP I.4. a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.Civics HR. 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.
6.2.12.CivicsP I.4. b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.History CC. 4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.History UP. 4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.History UP. 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.CivicsP I.5. a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace
6.2.12.Civics HR. 5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.CivicsP	Use historic case studies or a current event to assess the effectiveness of multinational organizations

I.6. a	in attempting to solve global issues.
6.2.12.Civics HR. 6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.EconG E.6. a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
Computer Science and Design Thinking	
8.1.12.DA.1	Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.EC.1:	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
Disabilities	Examine the T4 program and other Nazi programs as part of their effort to create a perfect society.
Amistad	Examine the decision in the Loving V. Virginia case in the US which upheld the right of those from different races to legally marry.

Holocaust	To examine the role of prejudice and stereotypes of the Jewish people throughout history to determine the necessary conditions for the Holocaust to occur.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Interdisciplinary Connection

S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.

Unit Essential Question(s):	Unit Enduring Understandings:
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<ul style="list-style-type: none"> ● How do people survive in the most horrific conditions? ● What is the will to survive? ● Why do individuals risk their lives for others? ● <p>How do people find the strength to fight back when there seems to be little hope?</p> <ul style="list-style-type: none"> ● What is justice for victims of a horrific event? ● <p>What is the role of the international community to bring justice for the victims of genocide?</p>	<ul style="list-style-type: none"> ● Despite horrific circumstances, individuals of the Holocaust managed to not only survive, but find purpose and meaning in their existence. ● Although there was great risk, thousands of individuals risked their lives to save others. ● People find strength to fight for survival in extreme circumstances. ● Victims require justice.
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Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets
Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects, “One Holocaust, Millions of Stories”- project
Alternative Assessments: portfolio, oral testing

<p>Resources/Materials: facing.org; Facing History and Ourselves Resource book; https://www.ushmm.org/, United States Holocaust Memorial Museum, https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file1.pdf, <i>Night</i></p>	<p>Key Vocabulary: final solution, T4, Wannsee Conference, death camp, concentration camp, ghetto, eugenics, Lebensborn</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Kristallnacht (review)	To review the key events of Kristallnacht to set the stage for the unit on the Holocaust	Various readings and video clips on Kristallnacht	2
Eugenics, T4, and the Lebensborn Program	To examine and analyze the eugenics program in the US and its impact on Germany including sterilization, T4, and the Lebensborn Program	Various readings and video clips on eugenics in the US and Germany	5
Purpose and Everyday Life in the Ghettos	To discuss and analyze the purpose of the ghettos and the experience of the Jewish faith who lived there	Various readings and video clips on life in the ghettos <i>The Pianist</i>	5
Purpose and Everyday Life in the	To discuss and analyze the purpose of the camps and the experience of the Jewish faith who lived there	Various readings and video clips on camps	5

Camps			
Wannsee Conference/ The Final Solution	To discuss and analyze the decisions made at Wannsee and the impact it had on the people of the Jewish faith	Various readings and video clips on the Wannsee Conference <i>Conspiracy</i>	3
<i>Night</i>	To read and analyze the experience of Elie Wiesel	Read and analyze <i>Night</i>	5
Death Camps	To discuss and analyze the purpose of the camps and the experience of the Jewish faith who experienced them	Various readings and video clips on the camps <i>Schindler's List</i>	3
Hiding	To discuss and analyze the experience of the Jewish faith who lived through hiding	Various readings and video clips on hiding; read firsthand accounts of those who went into hiding	2

Rescue and Resistance	To discuss and analyze the experience of those who fought back against the Nazis	Various readings and video clips on those who fought back against the Nazis	2
Other Victims	To discuss and analyze the experience of the other victims of the Nazis: homosexuals, Sinti/ Roma, Jehovah's Witnesses, etc	Various readings and video clips on other victims of the Holocaust	3
Liberation	To discuss and analyze the experience of the liberation of the camps	Various readings and video clips on those who were freed by the Allied armies	1
Nuremberg and Beyond	To discuss and analyze the Nuremberg Trials and the justice sought by the victims of the Holocaust	Various readings and video clips on the Nuremberg Trials	2
Remembrance	To discuss and analyze ways to memorialize and honor the victims of the Holocaust	Discuss and plan the best ways to memorialize and honor the victims of the Holocaust; discuss the "Now what?"	3

Teacher Notes:

Additional Resources: <https://wapo.st/3aVBnCH>, *The Pianist*, *Schindler's List*, *Conspiracy*, *Defiance*, www.facing.org www.ushmm.org, www.yadvashem.org.il

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
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consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed
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Unit # - Overview

Content Area: Holocaust Studies and Human Behavior

Unit Title: Unit 7 Beyond the Holocaust: Other Genocides

Grade Level: 11th and 12th

Core Ideas: Unfortunately, the Holocaust was not the only modern genocide. Groups have tried to eliminate others through acts of genocide. Awareness is the first step towards action. Students will study other acts of genocide including: Rwanda, Sudan, Armenia, and the conflict in the former Yugoslavia.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.12.History
CC .15.b

Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.GeoHE
16. a

Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconN
E.1 6.b

Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations

6.2.12.History
CC .1.f

Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.EconG
I.3. c

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.History

Analyze the impact of the policies of different European colonizers on indigenous societies and

CC .3.c	explain the responses of these societies to imperialistic rule.
6.2.12.CivicsP I.4. a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.Civics HR. 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.
6.2.12.CivicsP I.4. b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.History UP .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.CivicsP I.5. a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace
6.2.12.Civics HR. 5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.CivicsP I.6. a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.Civics HR. 6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.EconG E.6. a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
Career Readiness, Life Literacies, and Key Skills	
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
Computer Science and Design Thinking	
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
Holocaust	Examine acts of discrimination and the categorizing of individuals in order to create the necessary conditions for ethnic cleansing and genocide.
Amistad	Examine acts of discrimination and the categorizing of individuals in order to create the necessary conditions for ethnic cleansing and genocide.
SEL	Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
Interdisciplinary Connection	

S-IC-A-1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
CCSS.MATH.CO NT ENT.HSS.ID.A.1	Represent data with plots on the real number line
Companion Standards ELA/L	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
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WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the role of the international community to come to the aid of victims of genocide? ● What causes a group of people to commit genocide on another group? ● What role has the international community played in bringing about justice for victims of genocide? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Genocides continue to occur. ● The UN and other international organizations fight/ make it their mission to interfere and stop genocide from occurring.
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<ul style="list-style-type: none"> ● What are the similarities among modern-day genocides? 	<ul style="list-style-type: none"> ● Prejudice, power, land, and economics are major causes of modern genocides.
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Evidence of Learning

Formative Assessments: class discussion, journal, reflections, exit tickets
Summative/Benchmark Assessment(s): reflection/ analysis papers, presentations, essays, projects, Using their own research and the research of their classmates, compare and contrast modern genocides as to causes, effects, and international reactions.
Alternative Assessments: portfolio, oral testing

<p>Resources/Materials: <i>Hotel Rwanda</i>, Internet/ reference books on modern genocide, <i>Facing History and Ourselves</i> Resource book</p>	<p>Key Vocabulary: genocide, ethnic cleansing, United Nations (UN), UN Council on Human Rights</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Definition of genocide and ethnic cleansing	To define key terms using the UN as the basis	Define and discuss key terms Debate what constitutes each category	1
Research an assigned/ chosen act of genocide	To become an expert on one act of genocide and present to the class	Research an act of genocide	5
Presentations on acts of genocide	To become an expert on one act of genocide and present to the class	Present an act of genocide to the class	5
Rwanda	To examine the genocide of Rwanda in depth	Discuss genocide in Rwanda <i>Hotel Rwanda</i>	4
International Role	Debate role of the US and International community to get in modern acts of genocide	Discuss and debate the role of the international community; read and analyze various points of view	3

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510Students
consult with IEP for modifications; provide notes and assist in understanding more difficult readings; support students with outlines and organization in writing assignments; provide extended time as needed	assist with vocabulary; allow for use of translating program	provide additional readings	utilize guidance and other support networks in the school; consult with student and/or parents as needed	consult with 504 for modifications; provide extended time as needed