



Social Studies Department

Social Studies 10, 11, 12

Developed By: **Amy Gewecke**

Effective Date: Fall 2021/2

Scope and Sequence

Month	Unit Number	Unit Name
September	1	Fundamentals of Genocide Studies
October	2	Genocides Against Indigenous Persons
November	2, 3	Genocides Against Indigenous Persons, Early 20th Century Genocides
December	3	Early 20th Century Genocides
January	4	The Holocaust
February	4	The Holocaust
March	4	The Holocaust
April	5	The Cambodian Genocide
May	6	1990s Genocides
June	7	Modern Day Genocides

Unit 1

Fundamentals of Genocide Studies

Summary and Rationale

During this unit, students will be introduced to core theories of human behavior, and the origins of the legal concept of genocide and the necessity of its creation. They will study the role of the United Nations in combating genocide and encouraging equal rights for all people. Students will look at the concepts of stereotypes, prejudice, discrimination, and hate and determine what role each plays in setting up a polarized society and potentially carving a path for genocide. Students will also be introduced to the various roles (perpetrator, victim, collaborator, bystander, upstander, resistor, etc.) people can take on during genocide. Finally, students will look at the ten stages of genocide and evaluate how we as members of a global community can be aware of and on the lookout for potential warning signs of genocide.

Recommended Pacing

20 days

Standards

NJSLS ([SEE HERE](#))

CCSS-ELA - Literacy in History/Social Sciences

CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C	Use words, phrases, and clauses as well as varied syntax 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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) SEE HERE	
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
Unit Inquiry Question(s) → What influences human behavior and how can understanding human behavior help in the fight for genocide prevention?	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> • There are a number of different theories that attempt to explain our behavior and experience as human beings. • The nature vs. nurture debate as well as its applications to human behavior. • The difference between stereotypes, prejudice, discrimination, racism, and hate crimes. • The impact of racism on groups of people and how that connects to genocide. • The origins of the term genocide. • The structure of the United Nations and the UN's role in solving and/or mediating international conflicts. • The ten stages of genocide and its application to genocide prevention. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Debate the difference between environment and biology in relation to human development. • Explain the effects the environment and group dynamics has on human behavior. • Analyze experiments regarding conformity and obedience to authority. • Describe how the origins of the definition of genocide came about. • Define genocide and recognize there are multiple definitions of genocide. • Define and determine causes of prejudice, scapegoating, bigotry, discrimination, and genocide. • Discuss ways to overcome and combat racism, prejudice, and stereotyping. • Analyze policy statements related to universal human rights. • Evaluate the United Nation's ability to solve or mediate international conflicts and genocide.

Assessment	
<ul style="list-style-type: none">- Exit Tickets- Objective Assessments- Written Responses- Round Table Discussions- Student Presentations- ADD AS APPROPRIATE <p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.</p>	
Suggested Documents, Resources, & Technology Tools	
<p>Documents (Please provide embedded links to documents):</p> <p>Resources (ie - DBQ Project or specific textbooks or databases):</p> <p>Technology Tools:</p> <ul style="list-style-type: none">- Chromebooks- LCD Projectors	
Modifications	
Special Education - ELL - Gifted and Talented - 504 -	
Active Citizenship in the 21st Century (By the end of Grade 12)	

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Genocides Against Indigenous Persons

Summary and Rationale

During this unit, students will analyze the relationship between colonialism and the genocides of indigenous people in the Americas. Students will investigate various experiences of the Native American and indigenous populations of South, Central, and North America, and enslaved Africans and their descendants in the United States. In addition to studying the experiences of indigenous groups in the past, students will evaluate the impact that these historical actions have on groups and nations in today's society. They will also look at the ways survivors and their descendants cope with the consequences of genocide and seek redress and healing for past and present grievances.

Recommended Pacing

16 days

Standards

NJSLS ([SEE HERE](#))

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Social Justice Standards (As Applicable) SEE HERE	
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):

Unit Inquiry Question(s) → What is the history of genocide against indigenous persons and how does this still impact indigenous persons today?

Objectives (SLO)

Students will know:

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Students will be able to:

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Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -
ELL -
Gifted and Talented -

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Early 20th Century Genocides

Summary and Rationale

Instructional Focus

Recommended Pacing

___ days, weeks, etc.

Standards

NJSLS ([SEE HERE](#))

CCSS-ELA - Literacy in History/Social Sciences

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Social Justice Standards (As Applicable) SEE HERE	
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):

Unit Inquiry Question(s) →

Objectives (SLO)

Students will know:

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Students will be able to:

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Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

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Suggested Documents, Resources, & Technology Tools

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Technology Tools:

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- LCD Projectors

Modifications

Special Education -
ELL -
Gifted and Talented -
504 -

Active Citizenship in the 21st Century (By the end of Grade 12)

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Unit 4

The Holocaust

Summary and Rationale

Instructional Focus

Recommended Pacing

___ days, weeks, etc.

Standards

NJSLS ([SEE HERE](#))

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Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
Unit Inquiry Question(s) →	

Objectives (SLO)

Students will know:

- .
- .

Students will be able to:

- .
- .

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

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Suggested Documents, Resources, & Technology Tools

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Modifications

Special Education -
ELL -
Gifted and Talented -
504 -

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Unit 5

The Cambodian Genocide

Summary and Rationale

Instructional Focus

Recommended Pacing

___ days, weeks, etc.

Standards

NJSLS ([SEE HERE](#))

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Theme (If Applicable) →	
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Unit Inquiry Question(s) →	

Objectives (SLO)

Students will know:

- .
- .

Students will be able to:

- .
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Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

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Modifications

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ELL -
Gifted and Talented -
504 -

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Unit 6

1990s Genocides

Summary and Rationale

Instructional Focus

Recommended Pacing

___ days, weeks, etc.

Standards

NJSLS ([SEE HERE](#))

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CCSS.ELA-LITERACY.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.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C	Use words, phrases, and clauses as well as varied syntax 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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) SEE HERE	
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
Unit Inquiry Question(s) →	
Objectives (SLO)	

Students will know:

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Students will be able to:

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Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

Special Education -
ELL -
Gifted and Talented -
504 -

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 7
Modern Day Genocides
Summary and Rationale
Instructional Focus
Recommended Pacing
___ days, weeks, etc.
Standards
NJSLS (SEE HERE)

CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.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.
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ELL -

Gifted and Talented -

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