



Nutley Public Schools

Social Studies Holocaust and Genocide Studies

Unit #1 The Nature of Human Behavior	
Summary and Rationale	
<p>The study of genocide is very complex and requires an understanding of general human behavior as well as the knowledge that human behavior is determined by multiple causes. This unit covers the basis of human behavior. Students will examine various theories on human behavior and analyze the human potential for both good and evil. They will also evaluate the impact that both nature and nurture have on the development of human behavior and their actions. Students will also be encouraged to relate their own personal experiences to the learned material and reflect on similar situations they see in their daily life. Students will use this knowledge and apply it to their subsequent studies of the Holocaust and genocide.</p>	
Recommended Pacing	
2-3 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.D.2.d	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	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> ● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. ● Analyze sources of prejudice and discrimination and propose solutions to eliminate them. ● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. ● Critically analyze information, make ethical judgments, and responsibly address controversial issues. ● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. ● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. ● Take actions that result in a more just and equitable society.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning human behavior are linked to important issues and themes in Holocaust & Genocide Studies. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding human behavior. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding human behavior. • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to human behavior. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Evaluation of experiments, data collection, and interpretation and presentation. ○ Informative and argumentative essays ○ Debates ○ Classroom discussions ○ Role playing (ex. philosopher or scientist defending their theory) ○ Socratic Seminar
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u><i>C3 Indicator</i></u></p>	<p><u><i>C3 Indicator Description</i></u></p>
<p>D1.1.9-12.</p>	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
<p>D1.2.9-12.</p>	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
<p>D1.3.9-12.</p>	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
<p>D1.4.9-12.</p>	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.2.9-12	<ul style="list-style-type: none"> Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> Identify how social context influences individuals.
D2.Soc.11.9-12	<ul style="list-style-type: none"> Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.16.9-12	<ul style="list-style-type: none"> Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> Analyze why the distribution of power and inequalities can result in conflict.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating	Anchor Reading Standard 1	Argument, Explanation,

Conclusions and Taking Informed Action	Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none">• Leave blank, this curriculum is currently under revision, as is ours.		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none">• There are multiple theories that attempt to explain human nature.• Both biology and environment have an impact on human development.• Human behavior is determined by multiple causes.• Conformity is an inherent part of human behavior.• People’s experiences of the world are highly subjective and each person views the human experience through a different lens.		
Essential Questions		
<ul style="list-style-type: none">• What is the human potential for good and for evil?• What motivates hate?• To what extent does one’s environment impact individual action?		
Themes		
<ul style="list-style-type: none">• People, Places and Environments• Individual Development and Identity• Individuals, Groups and Institutions• Power, Authority, and Governance		
Suggested Inquiries:		
<ul style="list-style-type: none">• How do the philosophies of Locke, Hobbes, and Rousseau explain human nature?• Are humans more impacted by nature or nurture?• Are aggression and cruelty intrinsic in human beings?• Why is conformity an inherent part of human nature?• What are the dangers of conformity and unquestioned obedience to authority?• How do we explain the bystander effect?		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none">• Class debate on human nature• Response essay on nature vs. nurture• Reaction paper to Stanford Prison Experiment, Milgram Experiment, or the Asch Conformity Experiments and the dangers of obedience to authority• Critical analysis paper of the film <i>The Wave</i>		
Objectives		
Students will know or learn:		
<ul style="list-style-type: none">• There are a number of different theories that attempt to explain our behavior and experience as human beings.		

- John Locke, Thomas Hobbes, and Jean-Jacques Rousseau's view of human nature.
- The nature vs. nurture debate as well as its applications to human behavior.
- The story of Kitty Genovese and the idea of the bystander effect and diffusion of responsibility.
- The Milgram experiment and the effects that authority figures have on human behavior.
- The Stanford Prison Experiment and the idea of situational attribution of behavior vs. dispositional attribution.
- Asch's Conformity experiment and the impact of group pressure on individuals.

Students will be able to:

- Debate the difference between environment and biology in relation to human development.
- Compare and contrast the competing theories of Locke, Hobbes, and Rousseau regarding human nature.
- Describe the bystander effect in relation to human behavior.
- Explain the effects environment has on human behavior.
- Analyze experiments regarding conformity and obedience to authority.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of informative essays
- Use of argumentative essays

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- John Locke's *Second Treaties on Government*; Thomas Hobbes *Leviathan*; John Rousseau *The Social Contract*
- B.F. Skinner *Beyond Freedom and Dignity*
- Milgram Experiments
- Stanford Prison Experiment
- Asch Conformity Experiments
- Lenny Bruce *My Name is Adolf Eichmann*
- *The Wave* Ron Jones
- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #2 Origins of Genocide	
Summary and Rationale	
<p>During this unit, students will be introduced to the concept of genocide. Students will study the origins of the legal concept of genocide and the necessity of its creation. They will study the role of the United Nations in combatting 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, up stander, resistor, etc.) people can take on during genocide. Finally, students will look at the eight 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.</p>	
Recommended Pacing	
2 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in

	the United States with those of other nations, and evaluate the extent to which such problems are universal.	
6.3.12	<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none">● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.● Analyze sources of prejudice and discrimination and propose solutions to eliminate them.● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.● Critically analyze information, make ethical judgments, and responsibly address controversial issues.● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. <p>Take actions that result in a more just and equitable society.</p>	
C3 Framework Inquiry Arc		
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>		<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none">● Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit.● Explain how essential questions concerning the origins of genocide are linked to important issues and themes in Holocaust & Genocide Studies● Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions.● Identify points of agreement and disagreement among scholars and sources in regarding genocide studies.● Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry.		<p>Students will:</p> <ul style="list-style-type: none">● Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines.● Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the origins of genocide.● Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry.● Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the origins of genocide.● Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>		<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Policy analysis, data collection, and interpretation and presentation. ○ Informative and argumentative essays ○ Debates
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.2.9-12	• Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	• Identify how social context influences individuals.
D2.Soc.7.9-12	• Cite examples of how culture influences the individuals in it.
D2.Soc.9.9-12	• Explain the role of social institutions in society.
D2.Soc.13.9-12	• Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.15.9-12	• Identify common patterns of social inequality.
D2.Soc.16.9-12	• Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	• Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	• Propose and evaluate alternative responses to inequality.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.9.9-12.	• Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Geo.6.9-12.	• Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.His.1.9-12.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	• Analyze change and continuity in historical eras.
D2.His.3.9-12.	• Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Common Core Standards Alignment	
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>
	<i>Shared Language</i>

Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- Prejudice, discrimination, and racism are present at the origins of genocides.

Essential Questions

- What is genocide?
- Why are there different definitions of genocide?
- What are the warning signs of genocide?
- What motivates people to commit genocide?
- What motivates hate?
- What is race?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Themes

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Civic Ideals and Practices

Suggested Inquiries:

- Why was it necessary to create the term “genocide”?
- What impact do stereotyping, prejudice, discrimination, and racism have on groups and individuals? On genocide?
- How can ideas about race be used and abused? What can be done to counter harmful myths about race?
- How have ideas about race been used to decide who is included and who is excluded?
- What role does propaganda play in polarizing groups in society?
- How can we as global citizens be aware of potential genocide warning signs?

Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> • Class discussion on Lemkin’s definition of genocide and excerpts from Samantha Power’s <i>A Problem From Hell: America and the Age of Genocide</i> • Reaction response to class discussion • Pyramid of Hate research project • History of racism and prejudice in America timeline project • Presentation on the different roles in genocide
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • The origins of the term genocide. • The eight stages of genocide. • The role of racism throughout history and the impact on groups of people. • The difference between stereotypes, prejudice, discrimination, racism, and hate. • The structure of the United Nations and the UN’s role in solving and/or mediating international conflicts. • The role propaganda plays in polarizing groups in a society. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how the origins of the definition of genocide came about. • Define genocide and recognize there a multiple definitions of genocide. • Define and determine causes for 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. • Describe the history of Anti-Semitism in Europe, American, and the Middle East.
Modifications
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> • Informative Writing Essay • Argumentative Writing Essay • Persuasive Writing Essay
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • Raphael Lemkin <i>Genocide</i> (1946) • Samantha Powers <i>A Problem From Hell: America and the Age of Genocide</i> • M. Cummings <i>Our Human Rights</i> • UN Conventions of Genocide and Human Rights • USHMM – European Anti-Semitism From Its Origins to the Holocaust video

- Pyramid of Hate
- Jane Elliott *A Class Divided*
- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #3	
Unit Title: Indigenous Peoples	
Summary and Rationale	
<p>During this unit, students will analyze the relationship between colonialism and genocide of indigenous people in the Americas, Africa, and Australia. Students will investigate various experiences of the Native American and indigenous populations of South, Central, and North America, enslaved Africans and their descendants in the United States, and the Aborigines of Australia. Students will also evaluate the link between imperialism and genocidal actions during the late 1800s to mid-1900s in Africa and Asia. 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 from perpetrators.</p>	
Recommended Pacing	
3-4 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans,

6.2.12.D.1.d	Africans, and Americans. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.12	Active citizens in the 21st century: <ul style="list-style-type: none"> ● Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. ● Analyze sources of prejudice and discrimination and propose solutions to eliminate them. ● Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. ● Critically analyze information, make ethical judgments, and responsibly address controversial issues. ● Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. ● Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. Take actions that result in a more just and equitable society.

C3 Framework Inquiry Arc

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> ● Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. ● Explain how essential questions concerning the genocide of indigenous populations are linked to important issues and themes in genocide studies. ● Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. ● Identify points of agreement and disagreement among scholars and sources in regarding the genocide of indigenous populations. ● Identify how the essential and supporting questions can reflect multiple points of view 	<p>Students will:</p> <ul style="list-style-type: none"> ● Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. ● Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding the genocide of indigenous populations. ● Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to

and influence the choice and evaluation of resources for the inquiry.	<p>economic issues in the inquiry.</p> <ul style="list-style-type: none"> • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to genocide. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Policy analysis, data collection, and interpretation and presentation. ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Socratic Seminars ○ Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.9-12.	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.2.9-12	<ul style="list-style-type: none"> • Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> • Identify how social context influences individuals.
D2.Soc.6.9-12	<ul style="list-style-type: none"> • Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> • Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> • Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> • Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> • Analyze how social structures and cultures change.
D2.Soc.14.9-12	<ul style="list-style-type: none"> • Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> • Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> • Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> • Analyze why the distribution of power and inequalities can result in conflict.

D2.Soc.18.9-12	<ul style="list-style-type: none"> Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12.	<ul style="list-style-type: none"> • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> • Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> • Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> • Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> • Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> • Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10	Argument, Sources, Evidence, Claims,

	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none">Leave blank, this curriculum is currently under revision, as is ours.		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none">Indigenous people in the Americas, Africa and Australasia have been victims of genocide during the process of European conquest.Prejudice, discrimination, and racism are present at the origins of genocides.Europeans have justified extermination of indigenous peoples through legal, religious, and racial ideology.		
Essential Questions		
<ul style="list-style-type: none">What is power?What is race? How can ideas about race be used and abused?How and why are people or groups in society treated differently?How have ideas about race been used to decide who is included and who is excluded?How can deportation, exile, and starvation be used as methods of genocide?		
Themes		
<ul style="list-style-type: none">CultureTime, Continuity, and ChangePeople, Places, and EnvironmentsIndividual Development and IdentityIndividuals, Groups, and InstitutionsPower, Authority, and GovernanceCivic Ideals and Practices		
Suggested Inquiries:		
<ul style="list-style-type: none">How do we know when it is a “genocide”?How and why have colonialism and imperialism led to genocide?How did the encounter between Europeans and Native Americans result in cultural genocide?What role does education have on “cultural genocide”?What methods were used by colonial and imperial powers to carry out their genocide?How does the institution of slavery serve as a form of genocide? How was this practice justified?How have indigenous populations and minority groups fought back against genocidal practices and discrimination?What impact do these historical genocides have on ethnic and minority groups today?What is the impact of genocide denial? What is being done in today’s society to address the past atrocities and grievances against indigenous groups?What are the current historical debates concerning the genocides against indigenous peoples?To what extent should there be a balance between genocide deniers and freedom of speech?What is the role of the government in curtailing genocide denial, constructing commemorations and/or		

allowing individuals to forget difficult histories?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> • Reaction paper to the film “<i>Rabbit Proof Fence</i>” • Compare and contrast paper on the genocidal methods used in the Americas and Australia. • Write a letter to national, state, or local government leaders on the issue of Columbus Day. • Written paper explaining how the practice of slavery was developed and justified in America as well as the connections to the topic of genocide. • Presentation focusing on a particular group that was impacted by genocide motivated by colonialism or imperialism (Hispaniola, Mexico, Peru, Bolivia, Ecuador, Guatemala, Native Americans in North America, China, etc.)
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • There is a long-standing history of occupation by indigenous populations prior to the arrival of colonial or imperial powers. • The role the Columbian Exchange played in colonizing South American and the Caribbean. • The impact the Triangular Trade had on indigenous and African populations. • Education of youth was used to control and manipulate indigenous population. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the population numbers of indigenous groups before and after contact. • Analyze the reasons for the decline of native populations. • Explain why colonial and imperial powers viewed foreign lands such as the Americas, Africa, and Asia vital. • Explain the genocidal methods used against the indigenous people of the Americas, Australia, Africa, and Asia. • Analyze the complex, often genocidal, relationship that developed between the indigenous people of the United States and Canada and European settlers from the early 1600s to the present. • Examine the practice of slavery in the United States. • Examine the role the government and military played in enforcing and perpetuating genocidal policies and practices. • Analyze the effects of forced migrations and economic restrictions on indigenous populations. • Determine the connections between genocidal methods used in the Americas and those used in Australia. • Explain the role of denial and apology in the genocides against indigenous people.
Modifications
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> • Informative Writing Essay • Argumentative Writing Essay • Persuasive Writing
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all

<ul style="list-style-type: none"> • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • <i>A People's History of the United States</i> by Howard Zinn (excerpts) • <i>Rabbit Proof Fence</i> 2002 film • "Nits Make Lice" (John Chivington) • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #4: Early European Genocides (Irish Famine, Armenian Genocide, Holodomor)	
Summary and Rationale	
<p>During this unit, students will study three early European genocides that used the method of starvation to decrease populations and coerce submission. In the case of the Irish Famine that resulted from a natural phenomenon of potato blight, the starvation was prolonged and exploited in order to depopulate western Ireland and allow for British settlement. The starvation of the Armenians and Ukrainians on the other hand were both man-made famines, however, in each case there were different objectives. Under the guise of World War I, the Ottoman Empire sought to eliminate undesired populations from their empire. Stalin under the U.S.S.R. desired to terrorize the Ukrainian people into submission without eliminating the entire population that was necessary for feeding the people of the Soviet Union. Students will analyze and make judgments about the similarities and differences between these three European genocides. Students will also consider the dangers and lasting repercussions of genocide denial in the case of these three often forgotten genocides.</p>	
Recommended Pacing	
3-4 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature

	acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

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C3 Framework Inquiry Arc

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning (unit focus and content) are linked to important issues and themes in (subject or course). • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding (issue guiding the inquiry). • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding (era/inquiry issue). • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to (inquiry). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries.

strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.	<ul style="list-style-type: none"> Possible examples include: <ul style="list-style-type: none"> Sociological experiments, data collection, and interpretation and presentation. Informative and argumentative essays Debates Role playing (ex. advisor advocating reforms) Harkness Tables Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.1.9-12	<ul style="list-style-type: none"> Explain the sociological perspective and how it differs from other social sciences.
D2.Soc.2.9-12	<ul style="list-style-type: none"> Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> Identify how social context influences individuals.
D2.Soc.4.9-12	<ul style="list-style-type: none"> Illustrate how sociological analysis can provide useful data-based information for decision making.
D2.Soc.5.9-12	<ul style="list-style-type: none"> Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
D2.Soc.6.9-12	<ul style="list-style-type: none"> Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> Analyze how social structures and cultures change.
D2.Soc.11.9-12	<ul style="list-style-type: none"> Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.14.9-12	<ul style="list-style-type: none"> Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	<ul style="list-style-type: none"> Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political

	problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> • Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> • Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> • Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> • Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> • Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> • Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> • Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> • Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> • Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> • Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> • Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> • Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- Situations of natural famine (drought, flooding, disease or pestilence) can create opportunities for vulnerable populations to be annihilated.
- Man-made famine, often in conjunction with deportation or exile, can create genocide.
- War creates the fear necessary for genocide as well as the basis for future denial.

Essential Questions
<ul style="list-style-type: none"> • How can individuals, groups, and societies apply economic reasoning to make choices about scarce resources? What are the possible consequences of these decisions on individuals, groups, and societies? • How can deportation, exile, and starvation (indirect killings) be used as methods of genocide? • How can war be used to justify or rationalize genocide? • What is justice? How can it be achieved?
Themes
<ul style="list-style-type: none"> • Culture • Time, Continuity, and Change • People, Places, and Environments • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance
Suggested Inquiries:
<ul style="list-style-type: none"> • Why was/is hunger and starvation such an effective method of population control? • How do we know when it is a “genocide”? Should the cases of the Irish Famine, Armenia, and Ukraine be considered genocides or should they be considered something else? • How did governments use existing conditions such as the potato blight, World War I, and anti-communist sentiments to disguise mass killings and genocide? • How does Adolf Hitler’s statement of “Who, after all, talks nowadays of the annihilation of the Armenians?” show us the dangers of genocide denial? • What is the role of the government as well as the international community in curtailing genocide denial, constructing commemorations and/or allowing individuals to forget difficult histories?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
<ul style="list-style-type: none"> •
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • These are unit objectives, and thus much broader than daily lesson plan objectives. <p>Students will be able to:</p> <ul style="list-style-type: none"> •
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> •
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #5: The Holocaust	
Summary and Rationale	
<p>During this unit, students will trace the origins of anti-Semitism in the western world. Emphasis will be placed on laws, stereotypes, and anti-Jewish propaganda that existed throughout European history. Students will also study the impact of the end of World War I and the economic depression that helped set the stage for the rise of Hitler and the Nazi Party. In addition to studying the rise of Hitler and the Nazi Party, students will focus on the responses of the average citizen who may not have been part of the Nazi Party but contributed to allowing for conditions of discrimination and oppression. Students will take an in-depth look at the escalation of discrimination and violence against Jewish and other targeted populations of Germany and German-occupied areas, while analyzing the policies of persecution, the concentration camp & killing centers system, ghettos, and the various methods of population elimination. Students will not only study the Holocaust on a macro level but will also study the Holocaust on a micro level from the perspectives of the victims, perpetrators, collaborators, bystanders, resisters, rescuers, and survivors. The end of the unit will focus on the legacy of the Holocaust through the Nuremberg Trials, the Convention on the Prevention and Punishment of the Crime of Genocide, the Declaration of Human Rights, and monuments that serve to honor the victims and educate the world. Students will not only analyze and evaluate the events of the Holocaust but will also compare and contrast the Holocaust to other genocides and try to determine why the promise of “never again” has yet to be achieved.</p>	
Recommended Pacing	
12 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<i>CPI</i>	<i>CPI Description (Delete any not used)</i>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental

	actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning (unit focus and content) are linked to important issues and themes in (subject or course). • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding (issue guiding the inquiry). • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding (era/inquiry issue). • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to (inquiry). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Sociological experiments, data collection, and interpretation and presentation. Informative and argumentative essays Debates Role playing (ex. advisor advocating reforms) Harkness Tables Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u>C3 Indicator</u>	<u>C3 Indicator Description (Delete any not used)</u>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.1.9-12	<ul style="list-style-type: none"> Explain the sociological perspective and how it differs from other social sciences.
D2.Soc.2.9-12	<ul style="list-style-type: none"> Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> Identify how social context influences individuals.
D2.Soc.4.9-12	<ul style="list-style-type: none"> Illustrate how sociological analysis can provide useful data-based information for decision making.
D2.Soc.5.9-12	<ul style="list-style-type: none"> Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
D2.Soc.6.9-12	<ul style="list-style-type: none"> Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> Analyze how social structures and cultures change.
D2.Soc.11.9-12	<ul style="list-style-type: none"> Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.14.9-12	<ul style="list-style-type: none"> Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	<ul style="list-style-type: none"> Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories

	of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic

	dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)
•
Essential Questions
<ul style="list-style-type: none"> What is power? What motivates hate? What is the human potential for good and evil? To what extent does one's environment impact individual action? What motivates people to commit genocide? What factors influence decision-making in the face of injustice? Why do some people standby during times of injustices while others try to do something to stop or prevent injustice? How can deportation, exile, and starvation be used as methods of genocide? How can war be used to justify or rationalize genocide? What is justice? How can it be achieved? What is the role of the individual in preventing genocide? What can governments do to prevent human rights abuse?
Themes
•
Suggested Inquiries:
<ul style="list-style-type: none"> What impact did stereotyping, prejudice, discrimination, and racism have on groups and individuals during the Holocaust? How can ideas about race be used and abused? How did Nazi ideology use and abuse ideas about race? How were ideas about race used to decide who was included and who was excluded in Nazi Germany? What role did propaganda play in polarizing groups in society? Why did ordinary people become active participants or accepting bystanders during the Holocaust? In the sphere of Nazi influence/control, what made it possible for ordinary citizens to murder millions of innocent children, women, and men? Why did the Nazi Party have little difficulty finding collaborators beyond German borders? What was the role of bystanders in the Holocaust? Should they be considered responsible for atrocities committed? Why did some people choose to assist/rescue strangers even under threat of personal harm? What factors kept individuals from getting involved in their communities and larger world? What factors encouraged participation? How has the Holocaust affected survivors and their families and the world community since 1945? What is the impact of genocide denial? What is being done in today's society to address the past atrocities and grievances? Why do we still see Holocaust deniers today? What is the role of the government as well as the international community in curtailing genocide denial, constructing commemorations and/or allowing individuals to forget difficult histories? Does the international community have a responsibility when human rights are being violated across the globe? What can they actually do about it? Has the Genocide Convention been effective or ineffective in preventing and punishing genocide?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
•
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> These are unit objectives, and thus much broader than daily lesson plan objectives. <p>Students will be able to:</p> <ul style="list-style-type: none">
Modifications
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> •
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #6: Cambodian Genocide	
Summary and Rationale	
During this unit, students will explore the first major post-Holocaust genocide. Students will study the rise of the Khmer Rouge and the conditions that led to the Cambodian genocide. As they learn about the historical events that took place in Cambodia, students will evaluate the limitations of the official United Nations definition of genocide, the lack of international response and will to stop atrocities as they occur, as well as the difficulties in bringing perpetrators to justice. Students will judge the responses of the United States, the United Nations, and various other nations to the Cambodian genocide and assess the responsibility of nations and international organizations in preventing and stopping genocide. Finally, students will investigate how Cambodia dealt with the aftermath of the genocide and evaluate how genocide can have a lasting impact on a nation for many future decades.	
Recommended Pacing	
2-3 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<u>CPI</u>	<u>CPI Description (Delete any not used)</u>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

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C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning (unit focus and content) are linked to important issues and themes in (subject or course). • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding (issue guiding the inquiry). • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding (era/inquiry issue). • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to (inquiry). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include:

counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims.	<ul style="list-style-type: none"> ○ Sociological experiments, data collection, and interpretation and presentation. ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description (Delete any not used)</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> ● Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> ● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> ● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> ● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> ● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.1.9-12	<ul style="list-style-type: none"> ● Explain the sociological perspective and how it differs from other social sciences.
D2.Soc.2.9-12	<ul style="list-style-type: none"> ● Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> ● Identify how social context influences individuals.
D2.Soc.4.9-12	<ul style="list-style-type: none"> ● Illustrate how sociological analysis can provide useful data-based information for decision making.
D2.Soc.5.9-12	<ul style="list-style-type: none"> ● Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
D2.Soc.6.9-12	<ul style="list-style-type: none"> ● Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> ● Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> ● Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> ● Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> ● Analyze how social structures and cultures change.
D2.Soc.11.9-12	<ul style="list-style-type: none"> ● Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> ● Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> ● Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.14.9-12	<ul style="list-style-type: none"> ● Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> ● Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> ● Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> ● Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	<ul style="list-style-type: none"> ● Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> ● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> ● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> ● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> ● Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> ● Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.6.9-12.	<ul style="list-style-type: none"> • Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> • Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> • Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> • Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> • Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> • Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> • Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> • Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> • Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> • Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> • Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> • Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> • Evaluate the impact of human settlement activities on the environmental and cultural

	characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear),

	examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	
D4.3.9-12.	<ul style="list-style-type: none">Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
D4.4.9-12.	<ul style="list-style-type: none">Critique the use of claims and evidence in arguments for credibility.	
D4.5.9-12.	<ul style="list-style-type: none">Critique the use of the reasoning, sequencing, and supporting details of explanations.	
D4.6.9-12.	<ul style="list-style-type: none">Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	
D4.7.9-12.	<ul style="list-style-type: none">Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	
D4.8.9-12.	<ul style="list-style-type: none">Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	
Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none">Leave blank, this curriculum is currently under revision, as is ours.		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none">		
Essential Questions		
<ul style="list-style-type: none">How can war be used to justify or rationalize genocide?How and why are people or groups in society treated differently?How do people make the distinctions between “us” and “them?” Why do they make these distinctions?Why are there different definitions of genocide?		

<ul style="list-style-type: none"> • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • What is justice? How can it be achieved? • What can governments and international organizations do to prevent human rights abuse? • Does the international community have a responsibility when human rights are being violated across the globe? What can they actually do about it?
Themes
•
Suggested Inquiries:
<ul style="list-style-type: none"> • How did the civil war in Cambodia help to fuel the Cambodian genocide? • What was the impact of the U.S. bombing campaign in Cambodia in bringing the Khmer Rouge to power? • How is autogenocide both similar to and different from other forms of genocide? • What role does propaganda play in polarizing groups in society? • How does the fear of other cultures fuel persecution and genocide? • How did the lack of international response to the Cambodian genocide help to perpetuate it? • How does the idea of a nation's sovereignty present a problem for the international community when trying to combat genocide? • Has the Genocide Convention been effective or ineffective in preventing and punishing genocide?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
•
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • These are unit objectives, and thus much broader than daily lesson plan objectives. <p>Students will be able to:</p> <ul style="list-style-type: none"> •
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
•
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #7: Genocides of the 1990s (Yugoslavia, Bosnia, Kosovo & Rwanda)	
Summary and Rationale	
<p>During this unit, students will study several genocidal events that occurred during the decade of the 1990s. Students will first study the breakup of Yugoslavia and the subsequent genocidal events that resulted from that breakup. Specifically, students will look at the Serbian atrocities committed against Bosnian Muslims and Kosovar Albanians. Croat atrocities against Serbs will also be evaluated. Students will focus on and evaluate the roles of the United Nations, NATO, European nations, and the United States in responding to the atrocities and violence in the former Yugoslavia. Students will then look at the second major genocide of the 1990s – the Rwanda genocide. Students will analyze and evaluate the role “ancient hatreds”, colonialism, and previous violence played in paving the way for the Rwandan genocide. Students will assess the demographic, environmental, economic, and political factors that also contributed to the genocide. Students will discuss the extreme level of violence that existed in this short but brutal genocide as well as the lasting ramifications of this violence not only on Rwanda but also on the surrounding nations impacted by fleeing refugees. Students will again focus on and evaluate the role and level of responsiveness of the international community to the atrocities and violence. Finally, students will consider how lessons learned from previous genocides affected the decisions of nations and international organizations during the crises in both Bosnia/Kosovo and Rwanda as well as changes that occurred after these genocides.</p>	
Recommended Pacing	
3 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<u>CPI</u>	<u>CPI Description (Delete any not used)</u>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental

	actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning (unit focus and content) are linked to important issues and themes in (subject or course). • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding (issue guiding the inquiry). • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding (era/inquiry issue). • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to (inquiry). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Sociological experiments, data collection, and interpretation and presentation. Informative and argumentative essays Debates Role playing (ex. advisor advocating reforms) Harkness Tables Creation of interactive digital maps and graphical presentations.
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description (Delete any not used)</u>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.1.9-12	<ul style="list-style-type: none"> Explain the sociological perspective and how it differs from other social sciences.
D2.Soc.2.9-12	<ul style="list-style-type: none"> Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> Identify how social context influences individuals.
D2.Soc.4.9-12	<ul style="list-style-type: none"> Illustrate how sociological analysis can provide useful data-based information for decision making.
D2.Soc.5.9-12	<ul style="list-style-type: none"> Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
D2.Soc.6.9-12	<ul style="list-style-type: none"> Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> Analyze how social structures and cultures change.
D2.Soc.11.9-12	<ul style="list-style-type: none"> Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.14.9-12	<ul style="list-style-type: none"> Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	<ul style="list-style-type: none"> Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories

	of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic

	dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> • Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> • Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> • Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> • Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> • Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> • Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> • Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> • Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> • Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> • Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> • Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> • Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> • Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)
•
Essential Questions
<ul style="list-style-type: none"> How does political crisis, particularly wars for independence, create circumstances in which genocide becomes possible? To what extent does one's environment impact individual action? How have ideas about race been used to decide who is included and who is excluded? How do people make the distinctions between "us" and "them?" Why do they make these distinctions? What role does propaganda and media play in polarizing groups in society? What role does the media play in encouraging or preventing genocide? Why do some people standby during times of injustices while others try to do something to stop or prevent injustice? What factors influence decision-making in the face of injustice? Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility? What is justice? How can it be achieved? What can governments do to prevent human rights abuse? What can cause a community to split apart along racial, ethnic, religious, or cultural lines? How can a split community be reconciled and unified? Does the international community have a responsibility when human rights are being violated across the globe? What can they actually do about it?
Themes
•
Suggested Inquiries:
<ul style="list-style-type: none"> How did the political crisis of the breakup of Yugoslavia create circumstances in which genocide became possible? What role did ideas about religion and ethnicity play in the genocide in Bosnia and Kosovo? What impact has the globalization process had on ethnic identities and ethnic nationalism? How does the international community's response to Bosnia and Kosovo reflect both traditional reluctance to intervene in genocide and a greater understanding that international action is necessary to end genocide? Why were many ordinary people involved in the perpetrating of the Rwandan genocide? What can the study of the Rwandan genocide help us understand about human behavior? How did colonial ideas about race have an impact on Rwanda in the 1990s? How and why did the US prevent the UN from taking action to end the genocide in Rwanda? In what unique ways are Rwandans dealing with the aftermath of the genocide? How successful has the international community been in its quest for justice following the genocides of the 1990s?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
•
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> These are unit objectives, and thus much broader than daily lesson plan objectives. <p>Students will be able to:</p> <ul style="list-style-type: none">
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> Use of appropriate online resources

<ul style="list-style-type: none"> • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
•
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies Holocaust & Genocide Studies

Unit #8: Modern Genocides of the 21 st Century (Strategies of Intervention and Prevention)	
Summary and Rationale	
<p>During this unit, students will focus on the prevalence of genocide into the 21st century and the ways in which the international community and individuals attempt to prevent and stop genocide. Students will study the recent genocide in Darfur as well as numerous other current events that are currently on the genocide watch list or considered an active genocide by the international community. In the case of Darfur, students will analyze the historical, cultural, and economic issues in Darfur, the methods of the perpetrators, and international responses to the genocide. A focus of this unit will be on strategies of intervention and prevention of genocide in the 21st century. Students will analyze the changes that occurred following the genocides of the 20th century that work to try and prevent or intervene in genocides. Students will also evaluate if these changes are currently sufficient in preventing or stopping genocide. Following this evaluation students will propose their own solutions for how the international community can prevent and intervene in cases of genocide as well as how they themselves can be active citizens both in their own community and the global community in preventing genocide.</p>	
Recommended Pacing	
4 Weeks	
Standards	
2014 NJ Social Studies Core Curriculum Content Standards	
<u>CPI</u>	<u>CPI Description (Delete any not used)</u>
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian

	Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period (1945-early 1970s), while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning (unit focus and content) are linked to important issues and themes in (subject or course). • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding (issue guiding the inquiry). • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply unit-appropriate sociological methods, concepts, and theories to develop a data and evidence-based hypothesis that addresses the compelling inquiry question, connecting the sociological perspective to the perspectives of other relevant social science disciplines. • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding (era/inquiry issue). • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to (inquiry). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented solutions to inquiries. Possible examples include: <ul style="list-style-type: none"> Sociological experiments, data collection, and interpretation and presentation. Informative and argumentative essays Debates Role playing (ex. advisor advocating reforms) Harkness Tables Creation of interactive digital maps and graphical presentations.
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description (Delete any not used)</u>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Soc.1.9-12	<ul style="list-style-type: none"> Explain the sociological perspective and how it differs from other social sciences.
D2.Soc.2.9-12	<ul style="list-style-type: none"> Define social context in terms of the external forces that shape human behavior.
D2.Soc.3.9-12	<ul style="list-style-type: none"> Identify how social context influences individuals.
D2.Soc.4.9-12	<ul style="list-style-type: none"> Illustrate how sociological analysis can provide useful data-based information for decision making.
D2.Soc.5.9-12	<ul style="list-style-type: none"> Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
D2.Soc.6.9-12	<ul style="list-style-type: none"> Identify the major components of culture.
D2.Soc.7.9-12	<ul style="list-style-type: none"> Cite examples of how culture influences the individuals in it.
D2.Soc.8.9-12	<ul style="list-style-type: none"> Identify important social institutions in society.
D2.Soc.9.9-12	<ul style="list-style-type: none"> Explain the role of social institutions in society.
D2.Soc.10.9-12	<ul style="list-style-type: none"> Analyze how social structures and cultures change.
D2.Soc.11.9-12	<ul style="list-style-type: none"> Analyze the influence of the primary agents of socialization and why they are influential.
D2.Soc.12.9-12	<ul style="list-style-type: none"> Explain the social construction of self and groups.
D2.Soc.13.9-12	<ul style="list-style-type: none"> Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
D2.Soc.14.9-12	<ul style="list-style-type: none"> Explain how in-group and out- group membership influences the life chances of individuals and shapes societal norms and values.
D2.Soc.15.9-12	<ul style="list-style-type: none"> Identify common patterns of social inequality.
D2.Soc.16.9-12	<ul style="list-style-type: none"> Interpret the effects of inequality on groups and individuals.
D2.Soc.17.9-12	<ul style="list-style-type: none"> Analyze why the distribution of power and inequalities can result in conflict.
D2.Soc.18.9-12	<ul style="list-style-type: none"> Propose and evaluate alternative responses to inequality.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories

	of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic

	dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> • Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> • Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> • Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> • Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> • Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> • Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> • Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> • Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> • Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> • Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> • Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> • Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> • Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)
Essential Questions
<ul style="list-style-type: none"> Why is genocide pervasive in modern human societies? Does the international community have a responsibility when human rights are being violated across the globe? What can they actually do about it? What is the role of the individual in preventing genocide? How can war be used to justify or rationalize genocide? What is the human potential for good and evil? To what extent does one's environment impact individual action? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? Why do some people standby during times of injustices while others try to do something to stop or prevent injustice? Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility? What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation? What is justice? How can it be achieved? What can governments do to prevent human rights abuse?
Themes
•
Suggested Inquiries:
<ul style="list-style-type: none"> What are the challenges and complexities of humanitarian intervention? Are sanctions a useful strategy against genocidal or oppressive regimes? What is currently being done to prevent genocide? How successful has the United Nations been in discouraging and preventing genocide? How have the nations and individuals responded to the genocide in Darfur and other places in the post Holocaust era? Has the Genocide Convention been effective or ineffective in preventing and punishing genocide? Has the international community been effective or ineffective in preventing and punishing genocide? What can cause a community to split apart along racial, ethnic, religious, or cultural lines? How can a split community be reconciled and unified? How can individuals act to reduce their own potential to perpetrate, collaborate, or be a bystander in genocide? Why is genocide remembrance so important in today's society? What can be done on a local level to help prevent prejudice, discrimination, and persecution? How does academic discussion raise consciousness, awareness, and action against injustice in a global society?
Evidence of Learning (Assessments – parenthetical notes reference competencies)
•
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> These are unit objectives, and thus much broader than daily lesson plan objectives. <p>Students will be able to:</p> <ul style="list-style-type: none">
Modifications
Modified documents (ex. <i>Read Like a Historian</i> resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> Use of appropriate online resources

<ul style="list-style-type: none"> • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
•
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • • To be added as teachers and students pilot the curriculum