

Human Rights, Holocaust & Genocide Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Social Studies Vision

The vision for social studies in the Connecticut Technical Education and Career System (CTECS) is to empower students to think critically about the past in order to navigate and shape the future. Within our technical high school setting, we connect historical knowledge to real-world industries, civic responsibility, innovation, and workforce readiness. Through inquiry, analysis of diverse perspectives, and application of historical thinking skills, students develop informed judgment, ethical awareness, and the ability to engage thoughtfully in a rapidly changing global society.

Our vision is to graduate college and career-ready students who understand the historical foundations of their trades, communities, and democratic institutions—and who are prepared to contribute responsibly as skilled professionals and informed citizens.

Social Studies Curriculum Philosophy

The CTECS Social Studies Curriculum 24-25 revision was modeled after the CSDE Social Studies Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CT State Social Studies Standards](#)
- [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)

Human Rights, Holocaust & Genocide Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3
Unit Priority Standards	His.16.US.c. MW.Geo.6.a. D2.Civ.10.9-12	MW.His.4.c. MW.Civ.5.a. His.2.US.b. His.16.US.c. MW.Geo.6.a.	MW.His.1.f. MW.His.9.a. His.1.US.c. His.1.US.e His.16.US.c.

Human Rights, Holocaust & Genocide Curriculum Unit 1

Priority Standards Addressed in Unit 1

His.16.US.c.

Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).

MW.Geo.6.a.

Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide)

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.

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - His.16.US.c.
- command of the language; written and verbal
 - His.16.US.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - His.16.US.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - His.16.US.c.
 - MW.Geo.6.a.
 - D2.Civ.10.9-12
- willing to adapt new information and question things
 - His.16.US.c.
 - MW.Geo.6.a.
 - D2.Civ.10.9-12

A Problem Solver

- can persevere and adapt
 - His.16.US.c.
 - MW.Geo.6.a.
 - D2.Civ.10.9-12
- able to determine the root cause of issues
 - His.16.US.c.
 - MW.Geo.6.a.

- D2.Civ.10.9-12

Big Ideas:

- Human rights are shaped by historical context, power structures, and individual and collective choices, often revealing tensions between ideals and reality.
- Nations may promote ideals (freedom, equality, democracy) while simultaneously violating those ideals in practice.
- Human rights violations are often tied to economic and political motivations.
- Democratic principles and human rights require balancing competing interests and viewpoints.

Essential Questions:

- How do power, perspective, and historical context influence the protection or violation of human rights?
- How has settlement historically impacted cultures and environments?
- In what ways did systems of settlement promote or violate human rights?
- How should societies balance individual rights with the common good?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>His.16.US.c.</p> <ul style="list-style-type: none"> ● Founding ideals (freedom, equality, democracy, justice) ● Federal government actions during World War II ● Civil liberties and human rights ● Case studies (Japanese American internment, Holocaust response, Bracero Program, Fair Employment Practices Act, segregated regiments, women in the military) ● Primary and secondary sources ● Historical context (wartime pressures, national security) 	<p>His.16.US.c.</p> <ul style="list-style-type: none"> ● Develop evidence-based arguments about contradictions between ideals and actions ● Analyze multiple sources representing different perspectives ● Evaluate the extent to which actions aligned with founding principles ● Compare impacts of policies on different groups ● Use historical evidence to support claims about human rights
<p>MW.Geo.6.a.</p> <ul style="list-style-type: none"> ● Settlement systems (hacienda, encomienda) ● Empires and institutions (East India 	<p>MW.Geo.6.a.</p> <ul style="list-style-type: none"> ● Evaluate the impact of settlement on environments and cultures ● Analyze how economic and political

<p>Company, Ottoman Empire, Jesuit missions)</p> <ul style="list-style-type: none"> ● Cultural exchange and cultural change ● Environmental impact of settlement ● Indigenous populations and genocide ● Economic motives (resources, labor, trade) 	<p>motives shaped settlement systems</p> <ul style="list-style-type: none"> ● Compare effects of settlement on different groups (Indigenous vs. colonizers) ● Explain connections between settlement and human rights violations ● Use geographic and historical evidence to support conclusions
<p>D2.Civ.10.9-12.</p> <ul style="list-style-type: none"> ● Civic virtues (justice, responsibility, equality) ● Democratic principles ● Constitutional rights ● Human rights ● Personal interests and perspectives ● Bias and point of view ● Competing values and interests 	<p>D2.Civ.10.9-12.</p> <ul style="list-style-type: none"> ● Analyze how perspectives influence decisions about rights ● Evaluate the role of personal interests in shaping laws and policies ● Apply civic and democratic principles to real-world issues ● Assess how rights are protected or limited in different contexts ● Construct arguments about the balance between individual rights and the common good
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Virtues ● Human Rights ● Bias ● Settlement ● Ideals ● Liberties ● Founding ● Indigenous ● Colonizers 	
<p>Resources:</p> <ul style="list-style-type: none"> ● Teacher Text Resources: <ul style="list-style-type: none"> ○ Human Rights Here and Now: Celebrating the Universal ○ Declaration of Human Rights ○ Human Rights Educator’s Network, 1998. ○ Teaching Human Rights, David Shiman, 1999. ○ Examining Human Rights in a Global Context, Stanford Program on International and Cross-Cultural Education, 2001. ● Novel: <ul style="list-style-type: none"> ○ To Kill A Mockingbird, Harper Lee. 	

- Video Resources:
 - Global Issues for Students: Human Rights(Schlessinger Media)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

-

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- None

Suggested:

-

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation

- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Human Rights, Holocaust & Genocide Curriculum Unit 2

Priority Standards Addressed in Unit 2

MW.His.4.c.

Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).

MW.Civ.5.a.

Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).

His.2.US.b.

Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).

His.16.US.c.

Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).

MW.Geo.6.a.

Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide)

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - His.16.US.c.
- command of the language; written and verbal
 - His.16.US.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - His.16.US.c.

A Critical Thinker

- applies unbiased analysis and evaluation
 - MW.His.4.c.
 - MW.Civ.5.a.
 - His.2.US.b.
 - His.16.US.c.
 - MW.Geo.6.a.
- willing to adapt new information and question things

- MW.His.4.c.
- MW.Civ.5.a.
- His.2.US.b.
- His.16.US.c.
- MW.Geo.6.a.

A Problem Solver

- can persevere and adapt
 - MW.His.4.c.
 - MW.Civ.5.a.
 - His.2.US.b.
 - His.16.US.c.
 - MW.Geo.6.a.
- able to determine the root cause of issues
 - MW.His.4.c.
 - His.16.US.c.
 - MW.Geo.6.a.

Big Ideas:

- Genocide results from complex interactions of power, identity, and systemic inequality.
- Human rights are often violated when political, economic, or social interests outweigh moral responsibility.
- Responses to genocide—both action and inaction—shape global justice and accountability.
- Understanding the past is essential to preventing future atrocities.

Essential Questions:

- Why does genocide happen, and how can it be prevented?
- What responsibilities do individuals, nations, and global organizations have in protecting human rights?
- How do power and perspective influence responses to injustice?
- What lessons from past genocides are most important for the future?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
MW.His.4.c. <ul style="list-style-type: none"> ● Genocide ● Political factors (authoritarianism, state 	MW.His.4.c. <ul style="list-style-type: none"> ● Analyze multiple and interacting causes of genocide

<ul style="list-style-type: none"> power) ● Social factors (ethnic tensions, identity, propaganda, dehumanization) ● Economic factors (resource competition, inequality) ● Historical context and case studies (Armenia, Cambodia, Rwanda, Bosnia, Darfur) ● Perpetrators, victims, bystanders ● Stages and warning signs of genocide 	<ul style="list-style-type: none"> ● Identify patterns and warning signs across case studies ● Compare causes and outcomes of different genocides ● Evaluate the roles of governments, groups, and individuals ● Use evidence to explain how genocide develops over time
<p>MW.Civ.5.a.</p> <ul style="list-style-type: none"> ● Refugees and internally displaced persons (IDPs) ● Causes of displacement (war, genocide, natural disasters) ● National policies and international responses ● Humanitarian aid and refugee camps ● International organizations (e.g., UN, NGOs) ● Human rights protections 	<p>MW.Civ.5.a.</p> <ul style="list-style-type: none"> ● Analyze causes of refugee crises ● Evaluate effectiveness of national and international responses ● Compare different countries' policies toward refugees ● Assess humanitarian, political, and ethical considerations ● Propose solutions to address refugee crises
<p>His.2.US.b.</p> <ul style="list-style-type: none"> ● Human rights violations (genocide, political repression) ● U.S. foreign policy tools (sanctions, diplomacy, military intervention, humanitarian aid) ● International organizations and agreements ● National interests vs. moral responsibility ● Case studies of U.S. involvement or inaction 	<p>His.2.US.b.</p> <ul style="list-style-type: none"> ● Assess the effectiveness of U.S. responses to global human rights issues ● Analyze how national interests influence foreign policy decisions ● Evaluate different policy options (intervention, sanctions, aid) ● Construct arguments about appropriate U.S. actions ● Use evidence to support claims about global responsibility
<p>His.16.US.c.</p> <ul style="list-style-type: none"> ● Founding ideals (freedom, equality, democracy) ● Federal government actions during World War II ● Civil liberties and human rights ● Case studies (Japanese American internment, Holocaust response, Bracero Program, Fair Employment Practices Act, segregated regiments, women in the military) ● Primary and secondary sources ● Historical context (war, national 	<p>His.16.US.c.2</p> <ul style="list-style-type: none"> ● Develop evidence-based arguments about contradictions between ideals and actions ● Analyze multiple perspectives and sources ● Evaluate the extent to which policies aligned with democratic principles ● Compare impacts on different groups ● Support claims with historical evidence

security)	
<p>MW.Geo.6.a</p> <ul style="list-style-type: none"> ● Settlement systems (hacienda, encomienda) ● Empires and institutions (East India Company, Ottoman Empire, Jesuit missions) ● Indigenous populations ● Cultural change and cultural destruction ● Environmental impact of settlement ● Economic motives (resources, labor, trade) ● Genocide and displacement 	<p>MW.Geo.6.a</p> <ul style="list-style-type: none"> ● Evaluate impacts of settlement on cultures and environments ● Analyze how economic and political motives drove expansion ● Compare experiences of Indigenous and colonizing groups ● Explain connections between settlement and human rights violations ● Use geographic and historical evidence to support conclusions
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Genocide ● Refugee ● Displacement ● Indigenous ● Humanitarian ● Liberties ● Authoritarianism ● Dehumanization ● Perpetrators ● Victims ● Bystanders ● Propoganda ● Repression ● Sanctions ● Diplomacy 	
<p>Resources</p> <ul style="list-style-type: none"> ● “Teaching the Holocaust and Genocide” (OLR Backgrounder: Holocaust and Genocide Instruction in Public Schools) - CSDE ● Resources: Choices: Genocide- Never Again. <ul style="list-style-type: none"> ○ Video Resources: Global Issues for Students: <ul style="list-style-type: none"> ■ Genocide (Schlessinger Media). ■ System of a Down (political rock group) Screammers- Introductory video with focus on Armenian genocide. In the main menu please choose the audio option first, then choose the educational audio to screen any inappropriate language/lyrics). ■ Facing Sudan – focus on what regular people can do to help in Darfur with a viewing guide/video activity guide located at http://www.facingsudan.com/FS_Lessonplans.pdf 	

- Hotel Rwanda - viewing guide/video activity guide located at http://www.amnestyusa.org/education/pdf/rwanda_brochuredivided.pdf
- PBS Ghosts of Rwanda- educational materials located at the PBS.org website
- You tube clips for Cambodia and Bosnia

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

-

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- None
- Suggested:**
-

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology

- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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Human Rights, Holocaust & Genocide Curriculum Unit 3

Priority Standards Addressed in Unit 3

MW.His.1.f.

Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).

MW.His.9.a.

Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).

His.1.US.c.

Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).

His.1.US.e.

Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).

His.16.US.c.

Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).

Transfer Goal: Aligned to District Vision of the Graduate

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - MW.His.9.a.
 - His.16.US.c.
- command of the language; written and verbal
 - MW.His.9.a.
 - His.16.US.c.

Skilled Socially

- uses effective verbal and non-verbal communication skills
 - MW.His.9.a.
 - His.16.US.c.

A Critical Thinker

- applies unbiased analysis and evaluation

- MW.His.1.f.
- MW.His.9.a.
- His.1.US.c.
- His.1.US.e
- His.16.US.c.
- willing to adapt new information and question things
 - MW.His.1.f.
 - MW.His.9.a.
 - His.1.US.c.
 - His.1.US.e
 - His.16.US.c.

A Problem Solver

- can persevere and adapt
 - MW.His.1.f.
 - MW.His.9.a.
 - His.1.US.c.
 - His.1.US.e
 - His.16.US.c.
- able to determine the root cause of issues
 - MW.His.1.f.
 - His.1.US.c.
 - His.16.US.c.

Big Ideas:

- The Holocaust was the result of interconnected social, political, and economic forces combined with human choices.
- Human rights can be eroded gradually through laws, propaganda, and societal acceptance.
- Individual and collective actions—both active and passive—shape historical outcomes.
- Studying the Holocaust is essential to understanding and preventing future genocide.

Essential Questions:

- How do prejudice and power lead to genocide?
- What responsibilities do individuals and nations have in the face of injustice?
- How do historical events challenge our understanding of morality and responsibility?
- What lessons from the Holocaust are most important for today?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MW.His.1.f.</p> <ul style="list-style-type: none"> ● Antisemitism and discrimination ● Nazi ideology and racial policies ● Laws and policies (e.g., Nuremberg Laws, Final Solution, Aktion T4) ● Targeted groups (Jews, Roma, disabled individuals, LGBTQ+ individuals, political prisoners) ● Propaganda and dehumanization ● Stages of genocide ● Persecution and mass murder 	<p>MW.His.1.f.</p> <ul style="list-style-type: none"> ● Investigate how discriminatory beliefs and policies led to genocide ● Analyze the progression from prejudice to systemic violence ● Explain how laws and propaganda enabled persecution ● Evaluate the impact of policies on different groups ● Use evidence to trace the development of the Holocaust
<p>MW.His.9.a.</p> <ul style="list-style-type: none"> ● Types of sources (testimonies, memoirs, government documents, exhibits, films) ● Perspectives (survivors, victims, resisters, collaborators, bystanders, rescuers) ● Historical interpretation and inquiry ● Human experiences during the Holocaust 	<p>MW.His.9.a.</p> <ul style="list-style-type: none"> ● Synthesize information from multiple types of sources ● Develop meaningful, inquiry-based questions ● Analyze diverse perspectives and experiences ● Compare roles individuals played during the Holocaust ● Construct interpretations supported by evidence
<p>His.1.US.c.</p> <ul style="list-style-type: none"> ● Economic conditions (Great Depression) ● Political developments (totalitarianism, fascism) ● Nationalism and militarism ● Rise of authoritarian regimes ● Pre-war global context 	<p>His.1.US.c.</p> <ul style="list-style-type: none"> ● Evaluate how economic and political factors contributed to the Holocaust ● Analyze connections between global crises and extremist ideologies ● Explain how conditions enabled the rise of Nazi power ● Assess the interplay of multiple causes leading to WW
<p>His.1.US.e</p> <ul style="list-style-type: none"> ● U.S. foreign policy during WWII ● Antisemitism (historical and contemporary) ● Key events (Voyage of the St. Louis, Final Solution response, Nuremberg Trials) ● Immigration policies and refugee restrictions ● Human rights and accountability 	<p>His.1.US.e</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness and limitations of U.S. responses ● Analyze how antisemitism influenced policy decisions ● Assess moral and political factors shaping government actions ● Compare U.S. responses to broader global reactions ● Use evidence to support claims about responsibility and action
<p>His.16.US.c</p>	<p>His.16.US.c</p>

- Founding ideals (freedom, equality, democracy, justice)
- Federal government policies during WWII
- Civil liberties and human rights
- Case studies (Japanese American internment, Holocaust intervention, Bracero Program, Fair Employment Practices Act, segregated regiments, women in the military)
- Primary and secondary sources
- Wartime context and national security

- Develop evidence-based arguments about contradictions between ideals and actions
- Analyze multiple sources and perspectives
- Evaluate the extent to which actions aligned with democratic principles
- Compare impacts of policies on different groups
- Support arguments with relevant historical evidence

Academic Vocabulary

- Antisemitism
- Discrimination
- Ideology
- Persecution
- Genocide
- Propaganda
- Dehumanization
- Perspectives
 - Survivors
 - Victims
 - Resisters
 - Collaborators
 - Bystanders
 - Rescuers
- Totalitarianism
- Fascism
- Nationalism
- militarism
- authoritarian
- regimes
- Refugee
- Ideals
- Immigration
- Context

Content Vocabulary

- ghetto,
- kristallnacht
- final solution
- scapegoat
- concentration camp

Resources

- [“Teaching the Holocaust and Genocide”](#) ([OLR Backgrounder: Holocaust and](#)

[Genocide Instruction in Public Schools](#)) - CSDE

- Echoes and Reflections Holocaust Curriculum binder
 - Lesson 2 (Anti- Semitism),
 - Lesson 3 (Nazi Germany)
 - Lesson 4 (Ghettos)
 - Lesson 5 (Final Solution)
 - Lesson 6 (Jewish Resistance)
 - Lesson 7 (non- Jewish Resistance)
 - Lesson 10 (children)
- Video Resources:
 - Schindler's List
 - Out of the Ashes,
 - The Last Days (Holocaust in Hungary)
- Novels:
 - Night, Elie Wiesel
 - The Diary of Anne Frank

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *Hess*; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

-

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling

- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- None

Suggested:

-

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

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