ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
Robbinsville School District

COURSE TITLE
K-12 Holocaust Mandate

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Philosophy

This addendum addresses connections to lessons learned from the Holocaust and other genocides in our Responsive Classroom lessons (K-5), advisory periods (6-8), Positive Education Initiative advisory (9-12), as well as Social Studies and ELA curricula. In Robbinsville, we are dedicated to fostering informed and involved citizens who are empathetic and tolerant of others. We have adopted the NJ Commission on Holocaust Education's curriculum documents to ensure that students are exposed to these important historical events and lessons on prejudice, genocide, extremism, and how to combat such forces with empathy, kindness, and tolerance.

Course Description

We have adopted the NJ Commission on Holocaust Education's curriculum documents and utilize them in a variety of ways from Responsive Classroom and advisory lessons to ELA book studies, to historical lessons in Art and Social Studies classes on genocide and the Holocaust. Please note that this is not an all inclusive listing of our instruction of the Holocaust and genocide, but is meant to highlight a sample of how this work is addressed throughout our K-12 curricula.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the lessons and instruction of this addendum.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope & Sequence of the NJ Commission of Holocaust Education
*****Please note that RPS is approving the NJCommission of Holocaust Education's curriculum as it's official curriculum document. Below is a table of when these topics will be addressed and links to the Commission's use of standards, resources, differentiation (UDL), instructional methods, assessment, and reflection.*****

K-5: https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf
6-8: https://www.nj.gov/education/holocaust/curriculum/Universal5-8.pdf
9-12: https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf

Grade Level	Lesson Essential Questions	Lesson Understanding and Goals

K	Acceptance, Always! ● Why is it important to be acceptant of others who are different than you? ● How can children stand up against prejudice and bullying?	● Students will be able to retell the plots of fictional stories. ● Students will be able to analyze themes in literature, including acceptance, friendship, and like mindedness. ● Students will be able to write about and illustrate key themes of literature as they apply it to their own lives.
1-2 Taught in Morning Meeting/ Responsive Classroom alongside other tolerance and community building lessons	From Friend to Upstander: Stand Up and Make a Difference! ● What roles do people play in bullying incidents? ● How can we address bullying by becoming "upstanders" who speak up for the rights of others?	● Students will be able to define key terms in anti-bullying: upstander, bystander, bullying, victim. ● Students will be able to accurately and empathetically role-play a bullying incident.
3 Taught in Morning Meeting/ Responsive Classroom	Quotes and Questions ● What dreams, goals, and values drive people to make a positive difference in the world? ● What dreams, goals, and values can inspire us, as children and in the future, to make a positive difference in the world?	● Students will be able to retell the meanings of social activist's quotations about making change in the world. ● Students will be able to write creative paragraphs that apply historical excerpts to their lives.
4 Taught in persuasive writing/advertising unit	Persuasion, Propaganda, and Political Cartoons ● Is there such a thing as "good propaganda?" ● What moral responsibility do we have to educate ourselves about what's happening around us? ● What can we do-as individuals and groups-to overcome prejudice and hatred?	● The positive and negative behaviors associated with apathy, obedience, and conformity. ● People with different backgrounds, but with a common cause, can affect great change. ● Democratic institutions are not automatically sustained but need to be appreciated, nurtured, and protected,

5 Taught in 5th grade Art cycle	Art and Poetry During the Holocaust • What accounts for hatred and bigotry? • Why do some people stand by during times of injustice while others try to stop and prevent it? • Why is the study of the Holocaust relevant today? • How was art a form of resistance?	• Racial slurs and ethnic jokes are stepping-stones on a long road, which in the end may lead to genocide. • That genocide is a threat to all humanity, and the loss of one group is a loss to all. • Prejudice has a long history and is still alive today. • Students will synthesize knowledge of Holocaust and genocide and reflect on learning by creating a finished product that is representative of personalization of information. • Students will read, analyze, and compare written stories, poems, and artwork, and survivor testimonies.
6 Taught in advisory period	Forgiveness • How do people forgive others? • Can we truly forgive without forgetting?	• Students will be able to examine the story of Eva Kor, her horrendous treatment during the Holocaust, and how her forgiveness is impacting others.
7 Taught in ELA Holocaust Unit	Non-Violent Resistance to Nazi Oppression • What are the dangers of blind obedience to authority? • What makes some people resist and others obey authority? • What would I do in a similar situation? • How does one learn to face down evil and pass that spirit onto others?	• To comprehend non-violent resistance and be able to express the concept as it pertains to the White Rose Resistance Movement • To examine primary sources (leaflets) to get a better understanding of the non-violent resistance • To examine secondary sources for information about members of the White Rose resistance movement
8 Taught in ELA Social Issues Unit	Restitution Revisited: Could Germany have been made into the Jewish Homeland? • Young adults have an innate sense of fairness. • How was Germany held to account for its crimes against humanity? • Was justice served at the end of World War II for Jews and/or for Germans?	• Consider how nations attempt to make amends for war crimes • Examine why Jewish people needed "a homeland" • Consider the difficulties and multiple points of view when establishing a homeland for an ethnic or cultural group • To speculate and creatively "re-write history" by formulating a plan where Germany becomes the Jewish homeland as a war reparation

9 Taught in ELA	Using Moral Choices to Teach the Holocaust ● During the Holocaust, people were forced to make moral choices and decisions that impacted individuals, towns, regions, nations, and history itself. ● Making choices during the Holocaust were literally matters of life and death, for oneself and others, and involved not only the physical life of the body, but also a matter of the life of the heart (spirit) and the mind (conscience)	● Students will discuss general theories of human nature and relate these to personal experiences. ● Students will examine aggression and cruelty as parts of human nature. ● Students will develop a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.
10 Taught in US I	Resistance and Rescue During the Holocaust ● Resistance took a great variety of forms during the Holocaust ● In spite of great difficulty and risk, people rescued others during the Holocaust	● Students will analyze "guerilla" and "open" resistance, comparing and contrasting ● Students will compare stories of violent resistance in differentiated groups. ● Students will demonstrate insight into the reasons why non-Jewish rescuers risked their lives to save Jews by discussing in groups.
10 Taught in US I	Impact of Genocide on Lives ● How was life lived in Armenia, Rwanda, and/or the Balkans prior to the genocide occurring? ● Identify tactics utilized during the genocide(s), comparing and contrasting ● Describe how the genocide impacted the lives of individuals during the conflict(s)	● Students will analyze the common beliefs of survivors about justice, forgiveness, and the future. ● Students will explore the moral dilemmas that people were forced to contend with during the genocides. ● Students will analyze acts of rescue and assistance.
11/12 Taught in PEI advisory lessons	Memorialization of Genocide ● How do we remember genocide? ● In what ways does the world remember genocide? ● Do these memorials have something in common structurally? ● Issues addressed in memorials: audience, purpose, who is being remembered, for what reasons, location?	● Students will be able to examine, explain, and finally create a way for the public to remember genocide. ● Analyze different memorials, the ways in which they were constructed, and what purpose they serve to the victims, the general public, and the survivors

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
- Computer/whiteboard - Tape recorder - Spell-checker - Audio-taped books	- Extended time - Study guides - Shortened tests - Read directions aloud	- Consistent daily structured routine - Simple and clear classroom rules - Frequent feedback	- Individual daily planner - Display a written agenda - Note-taking assistance - Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.

- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Sitehttp://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as

images. http://www.cosketch.com/

- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/