



**A Planned Course of Study  
for**

**HOLOCAUST & GENOCIDE STUDIES**

**ASHS Course # 0265 & 0265 DE**

**Abington School District**

**Abington, Pennsylvania**

**September, 2018**

## **HONORS WORLD HISTORY PLANNED COURSE OF STUDY**

### **I. Objectives**

**Students will demonstrate the appropriate level of proficiency in each of the following areas:**

#### **A. History**

1. Historical Analysis and Skills Development
2. United States History
3. World History

#### **B. Civics and Government**

1. Principles and Documents of Government
2. Rights and Responsibilities of Citizenship
3. How Government Works
4. How International Relationships Function

#### **C. Economics**

1. Scarcity and Choice
2. Market and Economic Systems
3. Functions of Government
4. Economic Interdependence
5. Income, Profit, and Wealth

#### **D. Geography**

1. Basic Geographic Literacy
2. Physical Characteristics of Places and Regions
3. Human Characteristics of Places and Regions
4. Interactions Between People and the Environment

#### **E. Reading Informational Text in History and Social Studies**

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range and Level of Complex Texts

#### **F. Writing in History and Social Studies**

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge

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### 4. Range of Writing

## II. Major Concepts

### A. History

#### 1. Historical Analysis and Skills Development

- a. Continuity and Change over Time
- b. Fact / Opinion and Points of View

#### 2. United States History

- a. Contributions of Individuals and Groups
- b. Historical Documents and Artifacts
- c. Impact of Continuity and Change
- d. Conflict and Cooperation

#### 3. World History

- a. Contributions of Individuals and Groups
- b. Historical Documents, Artifacts, and Sites
- c. Impact of Continuity and Change
- d. Conflict and Cooperation

### B. Civics and Government

#### 1. Principles and Documents of Government

- a. Rule of Law
- b. Laws and Government
- c. Principles and Ideals that shape government
- d. Individual Rights
- e. Symbols

#### 2. Rights and Responsibilities of Citizenship

- a. Civics Rights and Responsibilities
- b. Conflict and Resolution
- c. Leadership and Public Service
- d. Competent and Responsible Citizens

#### 3. How Government Works

- a. Structure, Organization and Operation of Governments
- b. Government Services
- c. Leadership and Political Elections

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- d. Elements of the Election process
- e. Conflicts and the Court Systems
- f. Interest Groups
- g. Media Influences
- h. Systems of Government

### **4. How International Relationships Function**

- a. Countries and Conflicts
- b. Tools of Foreign Policy
- c. International Organizations
- d. Media and its Influences
- e. How Foreign Policy is Influenced

## **C. Economics**

### **1. Scarcity and Choice**

- a. Scarcity and Choice
- b. Limited Resources
- c. Opportunity Costs
- d. Incentives and Choice

### **2. Markets and Economic Systems**

- a. Goods and Services
- b. Advertising and Media
- c. Economic Health
- d. Private Economic Institutions
- e. Economic Systems

### **3. Functions of Government**

- a. Goods and Services
- b. Government Involvement in the Economy
- c. Taxation
- d. Government's Role in International Trade

### **4. Economic Interdependence**

- a. Specialization
- b. Trade
- c. Multinational Corporations and Non-Government Organizations
- d. Economic Interdependence

## **HONORS WORLD HISTORY PLANNED COURSE OF STUDY**

### **5. Income, Profit, and Wealth**

- a. Factors Influencing Wages
- b. Labor Productivity
- c. Types of Businesses
- d. Distribution of Wealth
- e. Interest Rates

### **D. Geography**

#### **1. Basic Geographic Literacy**

- a. Geographic Tools
- b. Location of Places and Regions

#### **2. Physical Characteristics of Places and Regions**

- a. Physical Characteristics
- b. Physical Processes

#### **3. Human Characteristics of Places and Regions**

- a. Human Characteristics

#### **4. Interactions Between People and the Environment**

- a. Impact of Physical Systems on People
- b. Impact of People on Physical Systems

### **E. Reading Informational Text in History and Social Studies**

#### **1. Key Ideas and Details**

- a. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole..
- b. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- c. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **2. Craft and Structure**

- a. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- b. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

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- c. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### **3. Integration of Knowledge and Ideas**

- a. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- b. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- c. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **4. Range and Level of Complex Texts**

- a. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## **F. Writing in History and Social Studies**

### **1. Text Types and Purposes**

- a. Write arguments focused on discipline-specific content.
- b. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

### **2. Production and Distribution of Writing**

- a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information..

### **3. Range of Writing**

- a. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **III. Instruction**

### **A. Course Schedule**

- 1. 3 days per week, for the full year, 47 minutes per period

### **B. Pacing**

- 1. Marking Period 1

## HONORS WORLD HISTORY PLANNED COURSE OF STUDY

- a. Defining Terms, Genocide and the United Nations Convention for the prevention and Punishment of Genocide
- b. The Individual & Society: Making Out Groups
- c. Human Nature, Behavior and the Neurology of Genocide
- d. Racism, Eugenics in America, Colonialism and Anti-Semitism
- e. The Herero & Nama Genocide
- f. The Belgian Congo
- g. World War One: The Armenian Genocide
- 2. Marking Period 2
  - a. The Fall of Weimar & the Rise of the Nazi State
  - b. The Reich and Nuremberg Codes
  - c. The Holocaust 1933-42
  - d. World War II
- 3. Marking Period 3
  - a. The Holocaust 1942-45
  - b. Resistance and Survival
  - c. Witnesses, Bystanders and Rescuers
  - d. Judgment and Justice
  - e. Legacy of the Holocaust
  - f. Memory and Change
  - g. Genocides post-WWII
  - h. The Algerian War
- 4. Marking Period 4
  - a. Class Conflict: Khmer Rouge, Guatemalan Civil War, Bangladesh Liberation War
  - b. Argentina and the Dirty War
  - c. Old Conflicts Made New: Tibet, Congo Civil War
  - d. Post-Colonial Conflict & the Failure of the UN: Rwanda
  - e. Religion, Ethnic-Cleansing and the Failure of the UN: Kosovo
  - f. Recent: Darfur, Rohingya & ISIL: Christians, Sh'ia and the Yazidis
  - g. Prevention Models

### C. Methods

- a. Readings from Holocaust and Human Behavior: online text

## **HONORS WORLD HISTORY PLANNED COURSE OF STUDY**

- b. Visual aids will be used throughout the course as video and graphics from Facing History available @ [facinghistory.org](http://facinghistory.org) and Stockton university online resources
- c. Cooperative learning activities will be employed
- d. Writing experiences will be used throughout the course
- e. Student reading from the text will be an integral part of the course
- f. Supplementary materials will be used

### **D. Technology**

- a. Use of computers will be incorporated into the course
- b. Websites will be utilized as a source of e-text, virtual activities, and other online student resources connected to the course concepts.

### **E. Resources**

- a. [Facinghistory.org](http://Facinghistory.org)
- b. Stockton University online library and resources
- c. Holocaust & Human Behavior online text
- d. Other reference books available in the social studies office or the school library may be used as appropriate.
- e. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.

## **IV. Assessment**

### **A. Procedures for Evaluation**

- 1. Summative assessments
  - a. Teacher-designed assessment based on lectures, readings and class discussions.
- 2. Formative assessments will be administered in a variety of formats.
- 3. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.



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### **B. Expected Levels of Achievement**

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%