

Standard(s)	Unit/Topic	Essential Skills: What do students absolutely need for the next level?	Resources Used	Assessment
<p>Common Core</p> <ul style="list-style-type: none"> ● Reading Standards for Literacy in History/Social Studies ● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects ● Speaking and Listening Standards 	<p>What is Genocide?</p>	<ul style="list-style-type: none"> ● The faces of the victims and the faces of the criminals and the bystanders. ● Why genocide continues to occur? ● What actions need to be taken to prevent future genocides? 	<ul style="list-style-type: none"> ● Article taken from Samuel Totten’s book – Teaching About Genocide: Issues, Approaches, and Resources. This is the article “Coining the term – “Genocide”.” The article is by Raphael Lemkin. See Raphael Lemkin’s explanation of Genocide using youtube – Raphael Lemkin’s Fight Against The Crime Without A Name. 	<ul style="list-style-type: none"> ● Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).

Subject: Genocide & Human Studies Grades: 9-12 Half Year Course (20 weeks)

<p>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>	<p>The Universal Declaration of Human Rights</p>	<ul style="list-style-type: none"> • Why was it created and when? • What is the impact of the UDHR? 	<ul style="list-style-type: none"> • Universal Declaration of Human Rights & various videos on YouTube. 	<ul style="list-style-type: none"> • Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).
<p>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)</p>	<p>Case study #1: Armenian Genocide</p>	<ul style="list-style-type: none"> • Location, dates, causes, effects, impacts 	<ul style="list-style-type: none"> • Armenian-genocide.org, various resources from student based research, videos, primary and secondary sources. 	<ul style="list-style-type: none"> • Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).

Subject: Genocide & Human Studies Grades: 9-12 Half Year Course (20 weeks)

<p>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)</p>	<p>Case study #2: The Holocaust</p>	<ul style="list-style-type: none"> ● Location, dates, causes, effects, impacts. 	<ul style="list-style-type: none"> ● United States Holocaust Memorial Museum resources, various resources from student based research, videos, primary and secondary sources. 	<ul style="list-style-type: none"> ● Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).
<p>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)</p>	<p>Case study #3: The Cambodian Genocide</p>	<ul style="list-style-type: none"> ● Location, dates, causes, effects, impacts. 	<ul style="list-style-type: none"> ● Maps, various resources from student based research, videos, primary and secondary sources. 	<ul style="list-style-type: none"> ● Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).

Subject: Genocide & Human Studies Grades: 9-12 Half Year Course (20 weeks)

<p>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>	<p>Case study #4: Bosnian Genocide</p>	<ul style="list-style-type: none"> • Location, dates, causes, effects, impacts. 	<ul style="list-style-type: none"> • Maps, various resources from student based research, videos, primary and secondary sources. 	<ul style="list-style-type: none"> • Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).
<p>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups</p>	<p>Case study #5: The Rwanda Genocide</p>	<ul style="list-style-type: none"> • Location, dates, causes, effects, impacts. 	<ul style="list-style-type: none"> • Maps, various resources from student based research, videos, primary and secondary sources. 	<ul style="list-style-type: none"> • Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).

<p>and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>				
<p>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. (Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</p>	<p>Human Rights, Genocide, and Social Responsibility</p>	<ul style="list-style-type: none"> ● This will be the culminating project/final. ● Are there common threads? ● Why do these atrocities happen? ● What can be done to prevent this from happening again? 	<ul style="list-style-type: none"> ● Student based research using reliable sources and multiple perspectives/events, as well as students forming conclusions based on the research. 	<ul style="list-style-type: none"> ● Journal entries, class discussions, extended responses, presentations, projects, quizzes (these are subject to change).