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| **Proficiency Scale: Unit 3** |
| **Grade/Course:** 11-12 Holocaust and Genocide Studies |
| **Topic:** Asian and Eastern European Genocide |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * “Become a Rescuer” research project
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| **Score 3.0** | **The student:*** will evaluate ways in which human rights abuses occur during WWII in Japan and the United States.
* will Take a position on partitioning India on the basis of religion into Hindu India and Muslim Pakistan.
* will determine the extent to which the Cambodian Genocide was a consequence of the Vietnam War and the use of chemical weapons (Agent Orange).
* will develop a strategy to improve international response to the Bosnian Genocide.

**The student exhibits no major errors or omissions.** | * The Killing Fields Film Analysis
* Ghandi/Nehru Debate
* Minnie Vautrin Diary Activity (Protect the Safety Zone)
* Bosnia Stations Activity
* The Rape of Nanking Book Analysis
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| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**will be able to identify vocabulary, concepts, people, places and events related to the nature of man and prejudice.is working toward the following:* Define key terms, people and places related to Japanese expansion during WWII and Japanese American internment in the United States.
* Summarize testimony of comfort women enslaved under Japanese occupation during WWII (diary and video testimony).
* List attempts by the United States and missionary groups to create an International Safety Zone to protect Chinese women during WWII.
* Outline the use of internment camps by the United States against Japanese Americans during WWII.
* Define and explain the key terms, people and places associated with Indian Partition.
* Outline the impact of partition into India and Pakistan and the resulting great migration by Hindus and Muslims into their newly established homelands.
* Define and explain key terms, people and places related to the Cambodian Genocide.
* Discuss what would happen if chemical warfare disrupted the food chain for an agrarian region.
* Examine ways in which depletion of resources leads to conflict and cause a rise in despotic governments.
* Define and describe key terms, people and places associated with the Bosnian Genocide.
* Map changes in boundaries as a result of Soviet Union collapse on the basis of politic, ethnic and religious standards.
* List ways in which nationalism, ethnicity and religion can impact minority groups in newly sovereign territory

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Chapter Tests
* Vocabulary/Section Quizzes
* Classroom/Homework Assignments
* Graphic Organizers
* Chart & Graph Analysis
* Video Clips
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| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** |