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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 |
| **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 |
| **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 |
| **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.** |