

Unit 1: The Nature of Man

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **8-10 Weeks**
Status: **Published**

The Nature of Man and Human Conscience

When exploring genocide during the 20th century, it is essential to understand the progression toward violence. While exploring various philosophical and sociological views on the nature of man, students will explore and develop their own opinions on man's propensity for violence. From the bystander effect and diffusion of responsibility to racism and social injustice, students will trace the development of a mass culture of hate and destruction, while developing strategies to overcome these human tendencies.

Transfer

Students will be able to independently use their learning to understand the behaviors of those around them and link human nature to interactions they have in their own lives.

Meaning

Understandings

Students will understand...

- general theories of human nature and relate them to personal experiences
- human aggression and cruelty as parts of human nature
- positive and negative behaviors associated with conformity, obedience and silence
- the positive behavior associated with acts of courage, integrity and empathy
- the behaviors of perpetrators, victims, collaborators, resisters, rescuers and bystanders

- their own views of the nature of man
- the nature of prejudice
- discrimination, prejudice, scapegoating, bigotry and genocide
- current extremist groups and their use of hate

Essential Questions

Students will keep considering...

- What is the Nature of Man?
- What is the responsibility of government? The individual? Society?
- What is ethics?
- What is morality?
- How do you describe a “good” person?
- How do you describe a “bad” person?
- How responsible are you to those around you?
- Where does prejudice come from?
- How can we overcome prejudice?
- How are prejudice and genocide connected?
- Why does discrimination and prejudice exist in our society today?

Application of Knowledge and Skill

Students will know...

Students will know...

- the role of perpetrators, victims, bystanders, collaborators, resisters, and rescuers.

- theories on the Nature of Man.
- the influence of society on behavior.
- aggression and cruelty are parts of human nature.
- the positive and negative behaviors associated with conformity, obedience and silence.
- positive behaviors associated with acts of courage, integrity and empathy.
- the danger of bias and prejudice in society.
- the nature of prejudice
- current examples of discrimination, prejudice, scapegoating, bigotry and genocide
- current extremist groups and their use of hate

Students will be skilled at...

Students will be skilled at...

- Discussing general theories of human behavior and relate these to personal experiences
- Examining aggression and cruelty as parts of human nature
- Comparing and Contrasting positive and negative behaviors associate with obedience, conformity and silence
- Comparing and Contrasting the behavior of the perpetrator, victim, collaborator, bystander, resister, and rescuer
- Developing individual theories on the nature of human behavior
- Defining and explaining the nature of prejudice
- Examining current examples of discrimination, prejudice, scapegoating, bigotry and genocide
- Investigating current extremist groups and their use of hate

Academic Vocabulary

- bystander effect
- diffusion of responsibility
- perpetrator
- bystander
- collaborator

- resister
- rescuer
- victim
- conscience
- conformity
- obedience
- silence
- empathy
- integrity
- classification
- symbolization
- dehumanization
- organization
- preparation
- polarization
- extermination
- denial
- genocide
- racism
- hate
- prejudice
- bigotry
- scapegoat
- discrimination
- persecution

Learning Goal 1

Students will be able to...

Explore theories on the Nature of Man to develop individual beliefs

- Explore theories on the Nature of Man to develop individual beliefs

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.6

Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| SOC.6.1.12.A.5.b | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and |

African Americans.

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| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.A.11.e | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. |
| SOC.6.1.12.A.14.h | Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. |
| SOC.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| SOC.6.1.12.D.2.b | Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. |
| SOC.6.1.12.D.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| SOC.6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| SOC.6.1.12.D.5.d | Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. |
| SOC.6.1.12.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |
| SOC.6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. |
| SOC.6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. |
| SOC.6.2.12.A.6.b | Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. |
| SOC.6.2.12.A.6.c | Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. |
| SOC.6.2.12.A.6.d | Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. |
| SOC.6.2.12.B.6.a | Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| SOC.6.2.12.C.6.a | Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. |
| SOC.6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
| SOC.6.3.12 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |
| SOC.6.3.12.CS5 | Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of |

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| | their actions and/or inactions. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions. |

Target 1: Theories on the Nature of Man

Discuss general theories of human behavior and relate these to personal experiences

- Discuss general theories of human behavior and relate these to personal experiences

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| SOC.6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
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Target 2: Obedience, Conformity and Silence

Compare and Contrast positive and negative behaviors associated with obedience, conformity and silence while examining aggression and cruelty as products of human nature

- Compare and Contrast positive and negative behaviors associated with obedience, conformity and silence while examining aggression and cruelty as products of human nature

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| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.A.11.e | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |
| SOC.6.3.12.CS5 | Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

Target 3: Human Behavior Identities

Evaluate the positive and negative behaviors associated with the roles of perpetrators, victims, collaborators, resisters, rescuers and bystanders during conflict.

- Evaluate the positive and negative behaviors associated with the roles of perpetrators, victims, collaborators, resisters, rescuers and bystanders during conflict.

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| SOC.6.1.12.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

Learning Goal 2: Prejudice and Hate

Trace the development of prejudiced behaviors to determine how hate infiltrates a society.

- Trace the development of prejudiced behaviors to determine how hate infiltrates a society.

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.4 | 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). |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| PFL.9.1.12.A.5 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| PFL.9.1.12.A.12 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. |

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| PFL.9.1.12.E.4 | Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending. |
| PFL.9.1.12.E.5 | Evaluate business practices and their impact on individuals, families, and societies. |
| SOC.6.1.12.A.13.a | Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. |
| SOC.6.1.12.A.13.b | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. |
| SOC.6.1.12.A.16.a | Examine the impact of media and technology on political and social issues in a global society. |
| SOC.6.2.12.D.3.d | Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. |
| SOC.6.3.12 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| SOC.6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| SOC.6.3.12.CS7 | Take actions that result in a more just and equitable society. |
| SOC.9-12.3.D2.Soc.12.9-12 | Explain the social construction of self and groups. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |

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| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.E.CS4 | Process data and report results. |

Target 1: Nature of Prejudice

Define and explain the nature of prejudice

- Define and explain the nature of prejudice

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| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them. |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues. |

Target 2: Current Examples of discrimination, prejudice, scapegoating, hate and bigotry

Investigate current examples of discrimination, prejudice, scapegoating, hate and bigotry in society

- Investigate current examples of discrimination, prejudice, scapegoating, hate and bigotry in society

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| SOC.6.1.12.A.13.b | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. |
| SOC.6.1.12.D.11.c | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |
| SOC.6.1.12.CS13 | Postwar United States: Civil Rights and Social Change: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. |
| SOC.6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |

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| SOC.6.3.12.D.2 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| TECH.8.1.12.E.CS4 | Process data and report results. |

Summative Assessment

1st MP Benchmark: Primary Source Analysis

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include, but are not limited to, problem-based learning, projects, common assessments and other activities.

21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between |

abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team

members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

- Analyze Primary Sources
- Field Trip
- Multimedia Analysis
- Projects
- *Teachers may select from the above list
- Cooperative Team Study
- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Homework
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

Accommodations/Modifications

Enrichment Opportunities: Holocaust and Genocide Studies (Grade 11-12 Elective)

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Human Behavior ID Comic Strips
- Nature of Man Philosophies Brochure
- Radio broadcast Analysis
- ADL Hate Group Webquest
- Neimoller Poetry Analysis
- Friday Book Club (Independent Survivor Story Analysis)

Unit Resources

New Jersey Commission on Holocaust Education (2003). The Holocaust and Genocide: The Betrayal of Humanity. [A curriculum guide for grades 9-12]. Trenton, NJ.

Anti-Defamation League (2016). <http://www.adl.org> [multiple resource materials].

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Interdisciplinary Connections

Students will explore content related to psychology and sociology. Additionally, thematic views on poetry and literature related to the Nature of Man will be examined. During the student examination of prejudice, students will analyze data presented from the FBI Hate Crime Reports and ADL Hate Group Database. Lastly, students will use the Google Apps for Education platform throughout the unit to complete various tasks to develop 21st Century Skills.