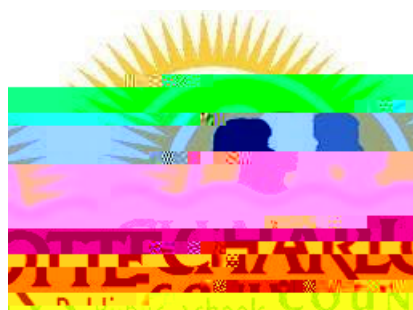


# Unit 1

## Unit 1

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6

- X Unit 1
- X Unit 2
- X Unit 3

Unit 1

Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed .







|                                                              |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          | Unit 5: 20 class periods .                                                                                                                                                                                                                                            |
| Resources                                                    | x Primary and Secondary source document fragments for discussion<br>x <a href="#">Commissioner of Education's Task Force on Holocaust Education (fldoe.org)</a><br>x <a href="#">United States Holocaust Memorial Museum (ushmm.org)</a> | x Primary and Secondary source document fragments for discussion<br>x <a href="#">Commissioner of Education's Task Force on Holocaust Education (fldoe.org)</a><br>x <a href="#">United States Holocaust Memorial Museum (ushmm.org)</a> | x Primary and Secondary source document fragments for discussion<br>x <a href="#">Commissioner of Education's Task Force on Holocaust Education (fldoe.org)</a><br>x <a href="#">United States Holocaust Memorial Museum (ushmm.org)</a>                                                                           | x Primary and Secondary source document fragments for discussion<br>x <a href="#">Commissioner of Education's Task Force on Holocaust Education (fldoe.org)</a><br>x <a href="#">United States Holocaust Memorial Museum (ushmm.org)</a> | x Primary and Secondary source document fragments for discussion<br>x <a href="#">Commissioner of Education's Task Force on Holocaust Education (fldoe.org)</a><br>x <a href="#">United States Holocaust Memorial Museum (ushmm.org)</a>                              |
| Florida's State Academic Standards: Holocaust Education 2023 | SS.912.H.E.11<br>SS.912.H.E.1.2<br>SS.912.W.1.3<br>ELA.K12.EE.1.1<br>ELA.K12.EE.2.1<br>ELA.K12.EE.3.1<br>ELA.K12.EE.4.1<br>ELA.K12.EE.5.1<br>ELA.K12.EE.6.1                                                                              | SS.912.H.E.1.3<br>SS.912.H.E.1.4<br>SS.912.H.E.1.5<br>SS.912.H.E.1.6<br>SS.912.H.E.1.7<br>SS.912.W.1.3<br>ELA.K12.EE.1.1<br>ELA.K12.EE.2.1<br>ELA.K12.EE.3.1<br>ELA.K12.EE.4.1<br>ELA.K12.EE.5.1<br>ELA.K12.EE.6.1                       | SS.912.H.E.2.1<br>SS.912.H.E.2.2<br>SS.912.H.E.2.3<br>SS.912.H.E.2.4<br>SS.912.H.E.2.5<br>SS.912.H.E.2.6<br>SS.912.H.E.2.7<br>SS.912.H.E.2.8<br>SS.912.H.E.2.10<br>SS.912.H.E.2.11<br>SS.912.W.1.3<br><br>ELA.K12.EE.1.1<br>ELA.K12.EE.2.1<br>ELA.K12.EE.3.1<br>ELA.K12.EE.4.1<br>ELA.K12.EE.5.1<br>ELA.K12.EE.6.1 | SS.912.H.E.2.9<br>SS.912.H.E.2.12<br>SS.912.H.E.2.13<br>SS.912.H.E.2.14<br>SS.912.W.1.3<br>ELA.K12.EE.1.1<br>ELA.K12.EE.2.1<br>ELA.K12.EE.3.1<br>ELA.K12.EE.4.1<br>ELA.K12.EE.5.1<br>ELA.K12.EE.6.1                                      | SS.912.H.E.3.1<br>SS.912.H.E.3.<br>SS.912.H.E.3.2<br>SS.912.H.E.3.3<br>SS.912.H.E.3.4<br>SS.912.H.E.3.5<br>SS.912.W.8.6<br>SS.912.W.1.3<br>MA.K12.MTR.5.1<br>ELA.K12.EE.1.1<br>ELA.K12.EE.2.1<br>ELA.K12.EE.3.1<br>ELA.K12.EE.4.1<br>ELA.K12.EE.5.1<br>ELA.K12.EE.6.1 |



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|        |                                                                    |                                                                   |                                                                   |                                                                   |                                                                   |
| CPALMS | <a href="#">Holocaust Education Honors - Course Code # 2100405</a> | <a href="#">Holocaust Education Honors - Course Code #2100405</a> | <a href="#">Holocaust Education Honors - Course Code #2100405</a> | <a href="#">Holocaust Education Honors - Course Code #2100405</a> | <a href="#">Holocaust Education Honors - Course Code #2100405</a> |



# Holocaust Education Honors(#2100405) 2023 -And Beyond

This document was generated on CPALMS [www.cpalms.org](http://www.cpalms.org)

You are not viewing the current course, please click the current year's tab.

## Course Standards

| Name                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | Analyze the influence and effects of various forms of media and the internet in political communication.                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">SS.912.CG.2.13:</a> | <ul style="list-style-type: none"><li>x Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li><li>x Students will describe how the methods used by political officials to communicate with the public have changed over time.</li><li>x Students will discuss the strengths and weaknesses of different methods of political communication.</li></ul> |
| <a href="#">SS.912.CG.4.3:</a>  | <ul style="list-style-type: none"><li>x Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li></ul>                                                                                                                                                                                                          |

Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

[SS.912.HE.1.1:](#)

- x Students will explain why the Holocaust is history's most extreme example of antisemitism.

Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy Jews.

[SS.912.HE.1.2:](#)

- x Students will explain the origins of antisemitism and trace it from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, Modern era).
- x Students will explain the political, social and economic applications of antisemitism that led to the organized pogroms against Jewish people.
- x Students will examine propaganda (e.g., the Protocols of the Elders of Zion; The Poisonous Mushroom) that was and still is utilized against Jewish people both in Europe and around the world.

Analyze how the Treaty of Versailles was a causal factor leading the rise of the Nazis, and how the inc spread of antisemitism was manipulated to the Nazis' advantage.

[SS.912.HE.1.3:](#)



- x Students will explain how eugenics, scientific racism and Social Darwinism provided a foundation for Nazi racial beliefs.

Describe how the life of Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany.

[SS.912.HE.2.1:](#)

- x Students will examine why immigration was difficult for Jewish people (e.g., MS St. Louis, the Evian Conference, immigration quota systems).
- x Students will explain how the Kindertransport saved the lives of Jewish children.

[SS.912.HE.2.5:](#)

Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany.

- x Students will explain the effects of Nazi “racial hygiene” policies on various groups including, limited to, ethnic (e.g., Roma, Gypsies, Slavs) and religious groups (e.g., Jehovah’s Witnesses), political opposition, the physically and mentally disabled and homosexuals.

[SS.912.HE.2.6:](#)

Identify the various armed and unarmed resistance efforts in Europe from 1933 to 1945.

- x Students will recognize resistance efforts including, but not limited to, the White Rose, the Rosenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, Dietrich Bonhoeffer, the Bielski Brothers and the Partisans in Eastern and Western Europe.
- x Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, video, survivor testimony).

[SS.912.HE.2.7:](#)

SS.912.HE.2.9:

Explain how killing squads, including the Einsatzgruppen,

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|  | <ul style="list-style-type: none"><li>x Students will explain the warfare tactics utilized by the resistance movements against the Nazi</li><li>x Students will recognize that not all resistance movements accepted Jews.</li></ul> |
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|  | Examine the origins, purpose and conditions associated with various types of camps. |
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|  | <ul style="list-style-type: none"><li>x Students will explain the differences between forced labor camps, concentration camps, transit camps and death camps, including the geographic location, physical structure, camp command and SS leadership and mechanics of murder.</li><li>x Students will describe the daily routines within the camps to include food intake, showers, bathing, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process</li></ul> |
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[SS.912.HE.2.13:](#)

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|  | <ul style="list-style-type: none"><li>x Students will explain how Allied Forces liberated camps, including the relocation and treatment of survivors.</li><li>x Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation).</li><li>x Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).</li><li>x Students will describe the psychological and physical struggles of Holocaust survivors.</li><li>x Students will examine the settlement patterns of Holocaust survivors after World War II, including immigration to the United States and other countries, and the establishment of the modern state of Israel.</li></ul> |
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investigations only on Israel; delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist).

[SS.912.W.1.3:](#)

Interpret and evaluate primary and secondary sources.

[SS.912.W.8.6:](#)

Explain the 20th century background for the establishment of the modern state of Israel in 1948, including the Zionist movement led by Theodor Herzl, and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

x

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- x Offer multiple opportunities for students to practice efficient and generalizable methods.
- x Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- x Communicate mathematical ideas, vocabulary and methods effectively.
- x Analyze the mathematical thinking of others.
- x Compare the efficiency of a method to those expressed by others.
- x Recognize errors and suggest how to correctly solve the task.
- x Justify results by explaining methods and processes.
- x Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- x Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- x Create opportunities for students to discuss their thinking with peers.
- x Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

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|  | <ul style="list-style-type: none"><li>x Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
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Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

[MA.K12.MTR.5.1:](#)

- x Use benchmark quantities to determine if a solution makes sense.
- x Check calculations when solving problems.
- x Verify possible solutions by explaining the methods used.
- x Evaluate results based on the given context.

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- x Have students estimate or predict solutions prior to solving.
- x Prompt students to continually ask, "Does this solution make sense? How do you know?"
- x Reinforce that students check their work as they progress and after a task.
- x Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real

[MA.K12.MTR.7.1:](#)

x Indicate how various concepts can be applied to other disciplines.

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|                                   | will answer questions like “Why is the girl smiling?” or make predictions about what will happen on the title page. Students will use the terms and apply them in 2nd grade and beyond                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <a href="#">ELA.K12.EE.4.1:</a>   | <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in of situations.</p> <p>Clarifications:<br/>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> |
| <a href="#">ELA.K12.EE.5.1:</a>   | <p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications:<br/>Students will incorporate skills learned into work products to produce quality work. Students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>                                                                                                                                                                                                                                                                      |
| <a href="#">ELA.K12.EE.6.1:</a>   | <p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications:<br/>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>                                                                                                                                                                                                                                                                                                          |
| <a href="#">ELD.K12.ELL.SI.1:</a> | English language learners communicate for social and instructional purposes within the school setting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |