

Course Title: History of the Holocaust

State: WA

State Course Title: Social Studies

State Standards: Learning Standards for Social Studies

Percentage of Course Aligned: 82%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
<b>SSS1: Uses critical reasoning skills to analyze and evaluate claims.</b>							
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	History of the Holocaust	Unit 9: Coping in the Aftermath of the Holocaust	Lesson 3	In this lesson, students analyze the claims of the groups and individuals who seek to deny the occurrence of the Holocaust.	Critical Thinking #4		Fully Met
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	History of the Holocaust	Unit 9: Coping in the Aftermath of the Holocaust	Lesson 3	Students critique the reasoning of revisionists claims that the physical evidence of the Holocaust, including that of the gas chambers, has been misinterpreted.	Critical Thinking #5		Fully Met
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	History of the Holocaust	Unit 9: Coping in the Aftermath of the Holocaust	Lessons 3-5	In these lessons, students view original sources for interpretation, understand the documents used by Holocaust deniers, and evaluate differences between early documents produced by Holocaust deniers and more recent ones, where additional attempts have been made to	Critical Thinking #3		Fully Met
SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	History of the Holocaust	Unit 9: Coping in the Aftermath of the Holocaust	Activity	In this activity <i>How Can We Prove What Happened?</i> students research using multiple sources to present on the scale of the Holocaust.	Activity		Fully Met
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	History of the Holocaust	Unit 9: Coping in the Aftermath of the Holocaust	Discussions 1 and 2	In these discussions, students address the personal and historical significance of survivors sharing their stories, and evaluate the benefits and drawbacks of potential laws against hate speech and Holocaust denial.	Discussions 1 and 2		Fully Met
<b>SSS2: Uses inquiry-based research.</b>							
SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.	History of the Holocaust	Unit 1: The Rise of Anti-Semitism	Activity	In this activity, students research Kristallnacht and create a video presentation, podcast or essay that answers questions about its effects, relevance and impact.	Activity	This standard is fully addressed throughout the course as integrated into course pedagogy.	Fully Met
SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	History of the Holocaust	Unit 1: The Rise of Anti-Semitism	Activity	Students find articles about Kristallnacht from reputable sources such as news outlets, encyclopedias, non-profit organizations, public media, or educational institutions for their research.	Activity	This standard is fully addressed throughout the course as integrated into course pedagogy.	Fully Met
SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	History of the Holocaust	Unit 1: The Rise of Anti-Semitism	Activity	While researching Kristallnacht, students find sources that reference multiple points of view, such as commemorations of Kristallnacht, and examine sources from the international community to see how the event was reported around the globe.	Activity	This standard is fully addressed throughout the course as integrated into course pedagogy.	Fully Met
SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new							Not Met
<b>SSS3: Deliberates public issues.</b>							

SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.	History of the Holocaust	Unit 7: The Forgotten: Non-Jewish Victims and the Holocaust	Activity	In this activity, students evaluate the genocide of the Roma people and examine whether the Holocaust was a primarily Jewish experience, offering their argument for or against the claim.	Activity		Fully Met
SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.							Not Met
SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.							Not Met
SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	History of the Holocaust	Unit 6: Liberation and Recovery	Lessons 1-3	In this unit, students discuss Nazi attempts to protect their interests by hiding or covering up the genocide of the Jewish peoples of Europe, explain the actions and reactions of Soviet troops and the Soviet government to the first liberated camps and discuss the American response to the liberation of the Ohrdruf, Buchenwald, and Dachau concentration camps, particularly the actions during the Holocaust.	Critical Thinking #1-5, Discussions 1 and 2		Fully Met
SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.	History of the Holocaust	Unit 1: The Rise of Anti-Semitism	Activity	In this activity, students research historical sources on Kristallnacht, relate a modern event that they believe has some echoes of Kristallnacht and write a comparison the two events.	Activity		Fully Met
SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	History of the Holocaust	Unit 10: The Genocide Convention, War Crimes and Modern Genocides	Lesson 6	In this lesson, students assess opportunities to engage in action to prevent genocide and support relief for areas where atrocities have occurred or are occurring.	Discussion 2		Fully Met
<b>SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate</b>							
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	History of the Holocaust	Unit 10: The Genocide Convention, War Crimes and Modern Genocides	Activity	In this activity, students develop a position presentation on a modern genocide where they evaluate reasons and factors leading to the genocide and consider how to present the information in a way that shows respect for the victims and emphasizes the need for all to work together to put a stop to tragedies like these going forward.	Activity		Fully Met
SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	History of the Holocaust	Unit 10: The Genocide Convention, War Crimes and Modern Genocides	Activity	At the end of the unit, students complete the activity <i>How Can I Present the Evidence?</i> where they research and present on a post-holocaust genocide of their choice, including constructing arguments about the severity of the genocide using evidence from their research.	Activity		Fully Met
SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).	History of the Holocaust	Unit 10: The Genocide Convention, War Crimes and Modern Genocides	Activity	In the activity <i>How Can I Present the Evidence?</i> , students present their arguments and explanations using multiple technologies.	Activity	This standard is fully addressed throughout the course as integrated into course pedagogy.	Fully Met
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation	History of the Holocaust	Unit 1: The Rise of Anti-Semitism	Activity	While researching Kristallnacht, students use appropriate APA or MLA source citation style and avoid plagiarism.	Activity	This standard is fully addressed throughout the course as integrated into course pedagogy.	Fully Met