



## Human Rights and Genocide

Unit	Objectives	Standards	Resources
Benchmark Assessments		<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
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Fundamental Human Rights	<p>Students will understand the importance of the Magna Carta</p> <p>Students will understand the significance of the Habeas Corpus Act of 1679</p> <p>Students will understand the importance of the English Bill of Rights of 1689</p> <p>Students will analyze the Declaration of Independence to discuss human rights granted to Americans</p> <p>Students will research the significance of the United Nations</p> <p>Students will dissect the importance of the Declaration of Human Rights (1948)</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP11. Use technology to enhance productivity.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights Revolution and the New Nation (1754-1820s)</b></p> <p>6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and</p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>Universal Declaration of Human Rights</p> <p><b><i>Other resources will be used during this course when and where deemed appropriate.</i></b></p>

	<p>Students will review the Human Rights Act of 1998</p> <p>Students will understand the economic, social and cultural rights that are granted to humans</p> <p>Students will analyze the importance of the Human Rights Council</p> <p>Students will review the definition of the term "Genocide" and discuss the initial differences of the 7 main genocides our class will discuss</p>	<p>determine their impact on the development of American constitutional government.</p> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>Revolution and the New Nation (1754-1820s)</b></p> <p>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.</p> <p><b>6.3 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.</b></p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p> <hr data-bbox="814 974 1474 982"/>	

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<p>Armenian Genocide</p>	<p>Analyze the motivations of the genocides of Armenians (6.2.12.A.4.c)  Compare the victims of the Armenian Genocide to other citizens living in the Ottoman Empire at the time  Examine the responses by the Turkish government to accusations of genocide (6.2.12.A.4.d)  Investigate the causes for the Armenian Genocide (6.2.12.A.4.c)  Explain the long term consequences of the Armenian Genocide (6.2.12.A.4.c)  Analyze international laws that were broken during the genocide (9.3.LW.5)  Create online discussions boards to further investigate the Armenian Genocide (8.1.12.A.3, CRP6)</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP6. Demonstrate creativity and innovation.</p> <p><b>NJ: Grade 12</b>  <b>9.3 – Career &amp; Technical Education (CTE): Law, Public Safety, Corrections &amp; Security Career Cluster®</b>  <b>Career Cluster® : Law, Public Safety, Corrections &amp; Security (LW)</b></p> <p>9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>Youtube</p> <p>Microsoft powerpoint</p> <p>Intent to Destroy documentary</p> <p><b><i>Other resources will be used during this course when and where deemed appropriate.</i></b></p>

		<p><b>D. History, Culture, and Perspectives</b>  <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p><b>NJ: 2014 SLS: Technology</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>8.1 Educational Technology</b>  <b>8.1 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.</b>  <b>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</b></p> <p>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.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Interdisciplinary Standard1.docx</a></p>	
	<p>Analyze the role the Soviet army played in the famine</p> <p>Describe the reactions of world leaders when information about the genocide became public</p>	<hr/> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/>	<p>Youtube</p> <p>Microsoft powerpoint</p> <p>DVRHS databases</p>

	<p>lasting effects on survivors of the genocide</p>	<p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>D. History, Culture, and Perspectives</b>  <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
<p><b>Cambodian Genocide</b></p>	<p>Analyze the decision of the Cambodian Army to execute those who were against Pol Pot</p> <p>Analyze the role that religion played in the genocide</p> <p>Describe the reactions of world leaders when information about the Cambodian Genocide became public through the use of media</p> <p>Demonstrate knowledge of the lasting effects on survivors of the Cambodian Genocide</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>The 20th Century Since 1945 (1945-Today)</b></p> <p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-</p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>The Killing Fields</p> <p>Cambodian Genocide powerpoint</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

	<p>Demonstrate understanding of why Pol Pot wanted to restart at year "zero"</p> <p>Understand how the United States contributed to the genocide</p>	<p>Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p><b>Contemporary Issues</b></p> <p>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.</p> <p><b>D. History, Culture, and Perspectives</b>  <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
	<p>Demonstrate knowledge of the lasting effects on survivors of the chemical attacks</p>	<hr/> <p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p>	<p><i>where deemed appropriate.</i></p>

	<p>the implications of the United Nations response to these attacks</p>	<p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p><b>Tutsi of Rwanda</b></p>	<p>Analyze the decision to execute 600,000 Tutsi's</p> <p>Analyze and explain the difference between a Tutsi and Hutu</p> <p>Describe the reactions of world leaders when information about the Rwandan Genocide became public</p> <p>Understand the method of execution the Hutu's used</p> <p>Demonstrate knowledge of the lasting effects on survivors of the genocide (HIV/AIDS)</p> <p>Demonstrate understanding of how to educate people about the Rwandan Genocide</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b> <b>Career Ready Practices</b></p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><b>NJ: 2014 SLS: Social Studies</b> <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b> <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>The 20th Century Since 1945 (1945-Today)</b></p> <p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p><b>D. History, Culture, and Perspectives</b></p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>Hotel Rwanda</p> <p><b><i>Other resources will be used during this course when and where deemed appropriate.</i></b></p>

		<p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Darfur</p>	<p>Analyze the decision of the Janjaweed to attack citizens in West Sudan</p> <p>Analyze the role the Sudanese government played in the attacks</p> <p>Describe the reactions of world leaders when information about the Darfur genocide became public</p> <p>Understand how religion played a role in the genocide occurring</p> <p>Demonstrate knowledge of the lasting effects on survivors of the genocide</p> <p>Demonstrate understanding of how unrest in the government led to violence</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b> <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b> <b>Career Ready Practices</b></p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>NJ: 2014 SLS: Social Studies</b> <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b> <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>The 20th Century Since 1945 (1945-Today)</b></p> <p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p><b>D. History, Culture, and Perspectives</b> <b>A Half-Century of Crisis and Achievement (1900-1945)</b></p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>Darfur Now (documentary)</p> <p><b><i>Other resources will be used during this course when and where deemed appropriate.</i></b></p>

<p><b>Prevention and Punishment</b></p>	<p>Students will understand the importance of the Magna Carta</p> <p>Students will understand the significance of the Habeas Corpus Act of 1679</p> <p>Students will understand the importance of the English Bill of Rights of 1689</p> <p>Students will analyze the Declaration of Independence to discuss human rights granted to Americans</p> <p>Students will research the significance of the United Nations</p> <p>Students will dissect the importance of the Declaration of Human Rights (1948)</p> <p>Students will review the Human Rights Act of 1998</p> <p>Students will understand the economic, social and cultural rights that are granted to humans</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <hr/> <p><b>6.3 Active Citizenship in the 21st Century: Civics, Government, and Human Rights</b>  <b>Participation and Deliberation</b>  <b>Civic participation and deliberation are essential characteristics of productive citizenship</b></p> <p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><i>Centuries of Genocide: Essays and Eyewitness Accounts</i></p> <p>Universal Declaration of Human Rights</p> <p><b><i>Other resources will be used during this course when and where deemed appropriate.</i></b></p>

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