

NJ STATE STANDARDS and HOLOCAUST- GENOCIDE EDUCATION

Social Studies - Civics

- 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
- 6.2.12.A.5 Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
- 6.2.8.E.13 Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.
- 6.2.12.E.15 Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g. Holocaust, Native Americans, Irish Famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent reoccurrence of such events.

State Standards addressing this issue - US History - Social Studies

- 6.4.8.F.11 Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.
- 6.4.12.D.3 Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture and faith.
- 6.4.12.E.1 Discuss the social, political and religious aspects of the American Revolution.
- 6.4.12.F Compare and contrast the characteristics of cultural, religious, and social reform movements in the post-civil war period including the abolition movement, the public school and temperance movements, and the women's rights movement.
- 6.4.12.K.6 Analyze the civil rights and women's movement including the Montgomery Bus Boycott, the Civil Rights Acts of 1957 and 1964, the Little Rock Schools Crisis, the formation of LaRaza, and the American Indian Movement.

Comprehensive Health and Physical Education

- 2.2.4.D.1 Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue and citizenship.
- 2.2.4.E.7 Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.
- 2.2.6.E.5 Discuss how individuals can make a difference by helping others.
- 2.2.8.D.3 Explain how community and public service supports the development of core ethical values.
- 2.2.12.D.1 Demonstrate character based on core ethical values.

2.2.12.D.2 Analyze how role models and the core ethical values they represent, influence society.

Career Education and Consumer, Family and Life Skills

9.2.8.D.2 Explain and demonstrate how character and behavior affects and influences the actions of others.

9.2.8.D.4 Describe how personal ethics influence decision making.