

State Standards / New Jersey

Lesson	Standard Number	Standard
MIDDLE SCHOOL: By the end of 8th grade:		
<p style="text-align: center;">Course: <i>Civics, Government and Human Rights: Human and Civil Rights</i></p> <p>Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.</p> <p>By the end of 8th grade:</p> <ul style="list-style-type: none"> · Human and civil rights include political, social, economic, and cultural rights. · Social and political systems have protected and denied human rights (to varying degrees) throughout time. · Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. <p>NJ Holocaust Law: N.J.S.A. 18A:35-28</p> <p>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	6.2.8.GeoHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
	6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.

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	6.2.8.HistoryCC.4.d:	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
	6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
Lesson 2.1 – Hitler’s Rise to Power	6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
	6.3.8.CivicsPI.3:	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
	6.3.8.CivicsPI.4:	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
	6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.

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Lesson 2.2 – “The Jewish Question”	6.2.8.GeoHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
	6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.
	6.2.8.HistoryCC.4.d:	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
	6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
Lesson 6.1 – The Nazi Camp System	6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected
Lesson 9.1 – Liberation and Afterwards	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.

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High School

World History Course

USE THE SAME STANDARDS FOR THE HOLOCAUST UNIT

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Disciplinary Concepts Civics, Government, and Human Rights

Disciplinary Concept	Description	Core Ideas
Civic and Political Institutions	The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.	<ul style="list-style-type: none"> • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p>
Participation and Deliberation	Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments	<ul style="list-style-type: none"> • Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles. • Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.

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	regarding the underlying principles as well as founding documents and their meanings.	
Democratic Principles	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	<ul style="list-style-type: none"> • Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
Processes and Rules	Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public problems.	<ul style="list-style-type: none"> • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
Human and Civil Rights	Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to	<ul style="list-style-type: none"> • Human and civil rights support the worth and dignity of the individual. • Human rights serve as a foundation for democratic beliefs and practices. • Governments around the world support universal human rights to varying degrees.

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	work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.	
Civic Mindedness	Civic mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, openmindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.	<ul style="list-style-type: none"> • An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
United States History Course		
Lesson	Standard Number	Standard
Lesson 1.2 – The Early Interwar Period	6.2.12.HistoryCC.4.g:	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
	6.2.12.CivicsPI.4.a:	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

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	6.2.12.HistoryUP.4.a:	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
	6.2.12.EconEM.4.a:	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice
	6.2.12.CivicsPI.4.a:	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
	6.2.12.HistoryCC.4.c:	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
	6.2.12.HistoryCC.4.g:	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
	6.2.12.HistoryCC.4.h:	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas
	6.1.12.HistoryCA.11.b:	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
	6.2.12.GeoSV.4.a:	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

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	6.2.12.EconEM.4.a:	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
	6.2.12.HistoryCC.4.c:	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
	6.2.12.HistoryUP.4.a:	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
Lesson 3.1 – Refugee Policy	6.1.12.CivicsHR.8.a:	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
	6.1.12.CivicsPR.10.a:	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
	6.1.12.GeoHE.10.a:	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
	6.1.12.CivicsHR.11.a:	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
	6.1.12.CivicsHR.11.b:	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
Lesson 9.1 – Liberation and Afterwards	6.1.12.CivicsHR.11.a:	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

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	6.1.12.CivicsHR.11.b:	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
	6.1.12.HistoryCC.11.b:	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
	6.1.12.HistorySE.12.a:	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
	6.2.12.CivicsPI.5.a:	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
	6.2.12.CivicsDP.3.a:	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
Holocaust Course		
<i>Standard 1:</i>		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	6.2.12.GeoSV.1.a:	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

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	6.2.12.CivicsPR.2.a:	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
	6.2.12.CivicsPR.2.b:	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
	6.2.12.HistoryCC.2.a:	Determine the factors that led to the Reformation and the impact on European politics.
Lesson 1.2 – The Early Interwar Period	6.2.12.CivicsPI.4.a:	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
	6.2.12.EconEM.4.a:	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
	6.1.12.CivicsHR.11.b:	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
	6.2.12.HistoryUP.4.a:	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
Lesson 2.1 – Hitler’s Rise to Power	6.2.12.CivicsPI.4.a:	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
	6.2.12.GeoSV.4.a:	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

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Lesson 2.2 – “The Jewish Question”	6.2.12.GeoSV.1.a:	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
	6.2.12.HistoryCC.2.a:	Determine the factors that led to the Reformation and the impact on European politics.
	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
Lesson 2.3 – Complicity of the Elites	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
	6.2.12.EconEM.4.a:	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
	6.2.12.HistoryCC.4.b:	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
Lesson 3.1 – Refugee Policy	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
	6.2.12.HistoryCA.4.c:	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
Lesson 4.1 – The New Order in Europe	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

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	6.2.12.GeoSV.4.b:	Determine how geography impacted military strategies and major turning points during World War II.
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
	6.2.12.HistoryCA.4.c:	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
	6.2.12.HistoryCC.4.g:	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
Lesson 5.1 – The Ghettos in the East	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
	6.2.12.HistoryCC.4.b:	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
Lesson 5.3 – Resistance	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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Lesson 6.1 – The Nazi Camp System	6.2.12.CivicsHR.4.a:	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
	6.2.12.HistoryCC.4.h:	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
Lesson 6.2 – Life in Camps	6.2.12.HistoryUP.4.c:	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.
	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
	6.2.12.HistoryUP.4.b:	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
	6.3.12.CivicsHR.1:	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 these human rights violations are a universal problem.
	6.2.12.HistoryCC.4.b:	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
Lesson 6.3 – The <i>Einsatzgruppen</i>	6.2.12.GeoSV.4.b:	Determine how geography impacted military strategies and major turning points during World War II.
	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust

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	6.2.12.HistoryCC.4.h:	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
	6.2.12.HistoryCC.4.g:	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
Lesson 7.1 – Collaboration During the Holocaust	6.2.12.HistoryUP.4.c:	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.
	6.2.12.HistoryCC.4.g:	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
Lesson 8.1 – Rescue During the Holocaust	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
Lesson 9.1 – Liberation and Afterwards	6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
	6.1.12.HistorySE.12.a:	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
	6.2.12.CivicsPI.4.b:	Assess government responses to incidents of ethnic cleansing and genocide.
	6.2.12.CivicsPI.5.a:	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
	6.2.12.GeoPP.5.a:	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

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	6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
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Geography		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	6.2.8.GeoHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
Lesson 2.2 – “The Jewish Question”	6.2.8.GeoHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
History		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.
	6.2.8.HistoryCC.4.d:	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
	6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
Lesson 2.2 – “The Jewish Question”	6.2.8.HistoryCC.4.c:	Assess the demographic, economic, and religious impact of the plague on Europe.

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	6.2.8.HistoryCC.4.d:	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
	6.2.8.HistoryCC.4.e:	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
	6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
Civics		
Lesson	Standard Number	Standard
Lesson 1.1 – Anti-Judaism and Antisemitism	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
Lesson 2.1 – Hitler’s Rise to Power	6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
	6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
	6.3.8.CivicsPI.3:	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
	6.3.8.CivicsPI.4:	Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

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	6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
Lesson 6.1 – The Nazi Camp System	6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.
	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected
Lesson 9.1 – Liberation and Afterwards	6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.