



St. Lucie Public Schools 2021-2022 Holocaust Scope & Sequence (Course # 2109430)

UNIT	Sem 1 SUGGESTED TIMEFRAME*	Sem 2 SUGGESTED TIMEFRAME*	STANDARDS
Unit 1: Early History/Pre-World War I	6	7	SS.912.C.4.1, SS.912.W.3.2, SS.912.W.6.4, SS.912.W.7.3, SS.912.W.7.4
Unit 2: World War II: Social & Political Reforms	8	9	SS.912.W.7.5, SS.912.W.7.7
Unit 3: World War II: Implementation & Resistance	8	9	SS.912.W.7.6, SS.912.W.7.8
Unit 4: Post World War II	6	7	SS.912.W.7.9, SS.912.W.7.11, SS.912.W.8.6
Unit 5: Modern Era	5	6	SS.912.C.4.2, SS.912.C.4.3, SS.912.W.9.3, SS.912.W.9.4, SS.912.W.9.5
OVERARCHING STANDARDS	<p>SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.</p> <p>SS.912.W.1.2: Compare time measurement systems used by different cultures.</p> <p>SS.912.W.1.3: Interpret and evaluate primary and secondary sources.</p> <p>SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.</p> <p>SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p> <p>SS.912.W.1.6: Evaluate the role of history in shaping identity and character.</p> <p>SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</p> <p>SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p> <p>SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p> <p>SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> <p>SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.</p> <p>SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.</p> <p>SS.912.G.4.1: Interpret population growth and other demographic data for any given place.</p> <p>SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</p> <p>SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.</p> <p>SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.</p>		

*block days

<p>All units must integrate the Florida Standards for Literacy in History/Social Studies with the NGSSS contentstandards.</p> <p>LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.RH.1.1 LAFS.910.RH.1.2 LAFS.910.RH.1.3 LAFS.910.RH.2.4 LAFS.910.RH.2.5 LAFS.910.RH.2.6 LAFS.910.RH.3.7 LAFS.910.RH.3.8 LAFS.910.RH.3.9 LAFS.910.RH.4.10 LAFS.910.WHST.1.1 LAFS.910.WHST.1.2 LAFS.910.WHST.2.4 LAFS.910.WHST.2.5 LAFS.910.WHST.2.6 LAFS.910.WHST.3.7 LAFS.910.WHST.3.8 LAFS.910.WHST.3.9 LAFS.910.WHST.4.10</p>	<p style="text-align: center;">Instructional Practices</p> <p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). 	<p>All units must integrate the Florida Standards for English Language Development.</p> <p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p> <hr/> <p style="text-align: center;">Health Literacy Concepts should be integrated as applicable.</p> <p>HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.</p> <hr/> <p style="text-align: center;">Mathematics Benchmark Guidance:</p> <p>Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.</p> <p>Aligned Cluster: MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable. MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies. MAFS.K12.MP.1.1 MAFS.K12.MP.3.1 MAFS.K12.MP.5.1 MAFS.K12.MP.6.1</p>
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