

COURSE INFORMATION													
Course Prefix/Number:	EDG2704	Course Title:	<b>Teaching the Holocaust</b>										
Number of Credits:	3	Clock Hours:											
Course Action	<input checked="" type="checkbox"/> Add New Course <input type="checkbox"/> Modify Existing Course <input type="checkbox"/> Delete Course												
Degree Type	<input type="checkbox"/> B.A.S. <input type="checkbox"/> B.S. <input type="checkbox"/> C.P.P. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input type="checkbox"/> C.T.C.												
Credit Type	<input checked="" type="checkbox"/> 01 (A&P) <input type="checkbox"/> 02 (PSV/OCCUP) <input type="checkbox"/> 03 (College Prep) <input type="checkbox"/> 05 (PSAV) <input type="checkbox"/> 15 (EPI)												
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep												
Curriculum Report:	88 / March 2012												
COURSE DESCRIPTION													
<p>The student will learn the history and issues of the Nazi Holocaust in order to prepare research-based instruction of Florida's mandated curriculum using a variety of resources, media, and literature. This course satisfies Florida Department of Education requirements for teacher recertification. ( 3 hr. lecture )</p>													
Prerequisite(s):		Co-requisite(s):											
COURSE COMPETENCIES													
<b>Legend:</b>													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Communication</td> <td style="width: 50%;">6. Social Responsibility</td> </tr> <tr> <td>2. Numbers / Data</td> <td>7. Ethical Issues</td> </tr> <tr> <td>3. Critical thinking</td> <td>8. Computer / Technology Usage</td> </tr> <tr> <td>4. Information Literacy</td> <td>9. Aesthetic / Creative Activities</td> </tr> <tr> <td>5. Cultural / Global Perspective</td> <td>10. Environmental Responsibility</td> </tr> </table>				1. Communication	6. Social Responsibility	2. Numbers / Data	7. Ethical Issues	3. Critical thinking	8. Computer / Technology Usage	4. Information Literacy	9. Aesthetic / Creative Activities	5. Cultural / Global Perspective	10. Environmental Responsibility
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Course Competency		Learning Outcome											
<b>Competency 1:</b> The student will define and discuss the instruction of prejudice and discrimination by:		<ul style="list-style-type: none"> <li>• 1. Communication</li> <li>• 3. Critical thinking</li> <li>• 5. Cultural / Global Perspective</li> <li>• 6. Social Responsibility</li> <li>• 7. Ethical Issues</li> </ul>											
1. Identifying the dynamics of prejudice, bigotry, and stereotyping.													
2. Discussing and analyzing the historical origins of anti-Semitism.													
3. Identifying the causes and effects of genocide.													
4. Correlating the Holocaust to other catastrophes.													
5. Evaluating the role of history in shaping the character and identity of people.													
6. Planning instruction that utilizes strategies and activities that foster acceptance, tolerance, and respect in the K-12 setting.													
<b>Competency 2:</b> The student will apply knowledge of a historical overview of the Holocaust by:		<ul style="list-style-type: none"> <li>• 4. Information Literacy</li> <li>• 5. Cultural / Global Perspective</li> <li>• 7. Ethical Issues</li> </ul>											
1. Comparing and contrasting German racial nationalism													

before and after World War I and the rise of Nazi Fascism.	
2. Citing examples of German governmental anti-Semitic policies before and during the Holocaust.	
3. Summarizing the cause and effect of the Evian Conference.	
4. Identifying the events of Kristallnacht.	
5. Examining the Wannsee Conference of January 1942.	
6. Investigating the deportation process and life in the labor and death camps.	
7. Summarizing characteristics and examples of spiritual and physical resistance during the Holocaust.	
8. Comparing and contrasting resistance movements within and outside of German occupied countries.	
9. Analyzing the Jewish Partisans Movement and its impact on rescue and resistance.	
10. Analyzing the non-Jewish rescuers ("Righteous among Nations").	
11. Analyzing the impact and results of the The Nuremberg Trials	
12. Summarizing the events and purpose of the Death Marches.	
13. Analyzing the purpose of the War Refugee Board.	
14. Planning interdisciplinary Holocaust lesson plans that incorporate research-based practices and strategies.	
<p><b>Competency 3:</b> The student will develop instruction of the Holocaust for K-12 multi-cultural students with diverse learning styles by:</p>	<ul style="list-style-type: none"> <li>• 1. Communication</li> <li>• 3. Critical thinking</li> <li>• 5. Cultural / Global Perspective</li> <li>• 6. Social Responsibility</li> <li>• 8. Computer / Technology Usage</li> </ul>
1. Assessing and synthesizing sample lessons of the Holocaust (reflection, remembrance, responsibility) for appropriateness of instruction with elementary and secondary students	
2. Analyzing and reviewing stories of the lives of Survivors through memoirs, film, and literature	
3. Analyzing and reviewing films, memoirs, testimonies, and literature that relate the events of the Holocaust.	
4. Planning instruction of the Holocaust utilizing memoirs, testimonies, and literature.	
5. Utilizing technology and media to create lessons and instruct elementary and secondary students about the Holocaust.	