

K-12 Holocaust Education Standards

Kindergarten
Standard 1: SS.K.HE.1. Foundations of Holocaust Education.
SS.K.HE.1.1 Provide examples of responsible and respectful actions.
Grade 1
Standard 1: SS.1.HE.1. Foundations of Holocaust Education.
SS.1.HE.1.1 Examine how acting responsibly and respectfully in your school and community contributes to a more peaceful world and safeguards against intolerance.
Grade 2
Standard 1: SS.2.HE.1. Foundations of Holocaust Education.
SS.2.HE.1.1 Discuss the benefits of acting responsibly and respectfully.
Grade 3
Standard 1: SS.3.HE.1. Foundations of Holocaust Education.
SS.3.HE.1.1 Discuss the importance of remembering people and events that exemplify responsible and respectful actions.
Grade 4
Standard 1: SS.4.HE.1. Foundations of Holocaust Education.
SS.4.HE.1.1 Identify people and events in your community that are memorialized for contributing to a more peaceful world and safeguarding against intolerance.
SS.4.HE.1.2 Compare the similarities of Judaism to other major religions celebrated around the world, and in the United States and Florida, to see how they are similar and different.
SS.4.HE.1.3 Recognize that groups and individuals can experience prejudice, discrimination, and stereotyping based on their religion.
Grade 5
Standard 1: SS.5.HE.1. Foundations of Holocaust Education.
SS.5.HE.1.1 Explain the role of Holocaust Education in preventing antisemitism. <ul style="list-style-type: none"> • Clarification 1: Teachers will provide students with an age-appropriate definition of the Holocaust.
SS.5.HE.1.2 Define antisemitism as prejudice against or hatred of the Jews.
Grade 6
Standard 1: SS.6.HE.1. Foundations of Holocaust Education.
SS.6.HE.1.1 Describe the characteristics of belief systems in the ancient world, including the emergence and historical development of Judaism. <ul style="list-style-type: none"> • Clarification 1: Students will explain the causes and consequences of the Jewish Diaspora. • Clarification 2: The time period for this benchmark is Ancient History (3000 BC - AD 500).
Grade 7
Standard 1: SS.7.HE.1. Foundations of Holocaust Education.
SS.7.HE.1.1 Discuss the benefits of a republican form of government over an autocratic form of government in safeguarding the rights of citizens.
Grade 8
Standard 1: SS.8.HE.1. Foundations of Holocaust Education.

SS.8.HE.1.1 Explain how the United States Constitution and Bill of Rights protect individual freedoms and safeguard against religious-based prejudice, discrimination, and stereotyping.
Grades 6-8
Standard 1: SS.68.HE.1. Foundations of Holocaust Education.
SS.68.HE.1.1 Define the Holocaust as the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. <ul style="list-style-type: none"> • Clarification 1: Recognize the Holocaust as history's most extreme example of antisemitism. • Clarification 2: Define antisemitism as prejudice against or hatred of the Jews.
Grades 9-12
Standard 1: SS.HE.912.1. Analyze the use of antisemitism by the Nazi regime.
SS.912.HE.1.1 Define the terms Shoah and Holocaust. <ul style="list-style-type: none"> • Clarification 1: Students will distinguish how the terms are appropriately applied in different context, to include, but not be limited to symbolic, historic context.
SS.912.HE.1.2 Explain the origins antisemitism. <ul style="list-style-type: none"> • Clarification 1: Students will recognize that the political, social and economic applications of antisemitism led to the organized pogroms against the Jews. • Clarification 2: Students will recognize that The Protocols of the Elders of Zion are a hoax and utilized as propaganda against the Jews both in Europe and internationally. • Clarification 3: Students will identify antisemitic events and incidents from the Ancient World through the twenty-first century (e.g., Pagan, Christian, Muslim, Middle Ages, and Modern era).
SS.912.HE.1.3 Analyze how the Treaty of Versailles led to the increasing spread of antisemitism in Germany and the rise of the Nazis. <ul style="list-style-type: none"> • Clarification 1: Students will recognize German culpability, reparations, and military downsizing as effects of the Treaty of Versailles. • Clarification 2: Students will explain how events during the Weimar Republic led to the rise of Nazism (e.g., Dolchstoß, Ruhr Crisis, hyper-inflation, The Great Depression, unemployment, The 1920's Nazi platform, the Dawes Plan, The Golden Age, and failure of the Weimar Republic).
SS.912.HE.1.4 Explain how The National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and gained and maintained power in Germany through totalitarian means from 1933 to 1945 under the leadership of Adolf Hitler. <ul style="list-style-type: none"> • Clarification 1: Students will compare Germany's political parties and their system of proportional representation in national elections from 1920-1932. • Clarification 2: Students will explain how the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, Gestapo, and Hitler's inner circle helped him gain and maintain power after 1933. • Clarification 3: Students will recognize how the following contributed to Hitler's rise to power: Adolf Hitler's Munich Beerhall Putsch, Hitler's arrest and trial, Mein Kampf, the Reichstag fire, The Enabling Act, The Concordat Act of 1933, The Night of the Long Knives (The Rohm Purge), Hindenburg's death, and Hitler as Fuhrer).
SS.912.HE.1.5 Describe how the Nazis utilized various forms of propaganda to indoctrinate the German population. <ul style="list-style-type: none"> • Clarification 1: Students will recognize that alternative views were eliminated (e.g., book burnings and shutting down publications). • Clarification 2: Students will explain how identification, legal status, economic status and pseudoscience supported propaganda were used to perpetuate the Nazi ideology of the "Master Race."
SS.912.HE.1.6 Examine how the Nazis used youth programs to indoctrinate young people into the Nazi ideology. <ul style="list-style-type: none"> • Clarification 1: Students will recognize the impact of the Hitler Youth Program and Band of German Maidens (German: Bund Deutscher Mädel).

<ul style="list-style-type: none"> • Clarification 2: Students will recognize techniques of indoctrination. • Clarification 3: Students will recognize that Nazi ideology supplanted prior beliefs.
<p>SS.912.HE.1.7 Explain what is meant by the Aryan Race and why this terminology was used.</p> <ul style="list-style-type: none"> • Clarification 1: Students will compare the meaning of Aryan to the Nazi meaning of Aryan Race. • Clarification 2: Students will understand how the Nazis transformed Judaism from a religion to a race. • Clarification 3: Students will examine the manipulation of the international community to obtain the 1936 Olympics and how it was utilized as propaganda for Nazi ideology to bolster the “superiority” of the Aryan race. • Clarification 4: Students will recognize that eugenics, scientific racism and Social Darwinism were justifications of Nazism and provided the foundation for Nazi racial beliefs.
<p>Standard 2: SS.HE.912.2 Explain the significant events, circumstances, and experiences of the Holocaust.</p>
<p>SS.912.HE.2.1 Describe how the life of the Jews deteriorated under the Third Reich and the Nuremberg Laws in Germany and annexed territories (e.g., the Rhineland, Sudetenland, and Austria) from 1933 to 1938.</p> <ul style="list-style-type: none"> • Clarification 1: Students will explain the effects of the Nuremberg Laws on Jews and others in Germany. • Clarification 2: Students will explain how the Nazis used birth records, religious symbols, and practices to identify and target Jews.
<p>SS.912.HE.2.2 Analyze the causes and effects of Kristallnacht and how it precipitated the escalation of anti-Jewish policy in Nazi controlled Europe.</p> <ul style="list-style-type: none"> • Clarification 1: Students will understand the reasons for Herschel Grynzspan’s actions at the German embassy in Paris and how the assassination of Ernst van Rath was a pretext used by the Nazis for Kristallnacht. • Clarification 2: Students will identify the different types of persecution that were utilized during Kristallnacht, both inside and outside of Germany. • Clarification 3: Students will analyze the effects of Kristallnacht on European and World Jewry using primary sources (e.g., newspapers, images, survivor testimony, and video). • Clarification 4: Students will analyze the effects of Kristallnacht on the International Community using primary sources (e.g., newspapers, images, survivor testimony, and video).
<p>SS.912.HE.2.3 Analyze Hitler’s motivations for invading Poland.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize that Hitler used the Molotov-Ribbentrop Pact as a means to keep the Soviet Union out of the war. • Clarification 2: Students will recognize the term <i>lebensraum</i> or living space as an essential piece of Nazi ideology that led to territorial expansion and invasion.
<p>SS.912.HE.2.4 Describe how Jewish immigration was perceived and restricted by various nations from 1933 to 1939.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize that immigration was difficult for the Jews (e.g., MS St. Louis, The Evian Conference, and the immigration quota systems). • Clarification 2: Students will explain how Kindertransports saved the lives of Jewish children.
<p>SS.912.HE.2.5 Explain the effect Nazi policies had on other groups targeted by the government of Nazi Germany based on their ethnicity, religion, political beliefs, or sexual orientation; including Roma-Sinti, the physically and mentally disabled, Jehovah’s Witnesses, Slavs, and homosexuals.</p> <ul style="list-style-type: none"> • Clarification 1: Students will explain the effects of Nazi “racial hygiene” policies on various groups.
<p>SS.912.HE.2.6 Identify the various resistance efforts in Europe from 1933-1945.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize resistance efforts, including, but not limited to, the White Rose, the Rossenstrasse Protest, Bishop Clemens von Galen, the Swing Movement, Reverend Niemöller, the Bielski Brothers, and the Partisans in Eastern and Western Europe. • Clarification 2: Students will discuss resistance and uprisings in the ghettos using primary sources (e.g., newspapers, images, survivor testimony, and video).

<p>SS.912.HE.2.7 Examine the role that bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against the Jews and other targeted groups, as well as the role of rescuers in opposing the Nazis and their policies.</p> <ul style="list-style-type: none"> • Clarification 1: Students will discuss the choices and actions of heroes and heroines in defying Nazi policy at great personal risk, to help rescue Jews (e.g., The Righteous Among the Nations designation).
<p>SS.912.HE.2.8 Examine how corporate complicity aided Nazi goals.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize that corporate complicity includes, but is not limited to, supporting methods of identification and record keeping, continuing trade relationships, financial resources, the use of slave labor, production for the war effort, and the moral and ethical corporate decisions (1930-1945).
<p>SS.912.HE.2.9 Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army, and local collaborators.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize major events of the killing squads to include, but not be limited to, Babi Yar, Vilnius, Rumbula, Kovno, Ponar and the Palmarey Forest. • Clarification 2: Students will recognize that the psychological and physical impact on those doing the killing led to the industrialization of the Final Solution. • Clarification 3: Students will discuss why the Final Solution was adopted at the Wannsee Conference.
<p>SS.912.HE.2.10 Explain the origins and purpose of ghettos in Eastern Europe.</p> <ul style="list-style-type: none"> • Clarification 1: Students will explain the methods used for the identification, displacement, and deportation of Jews to ghettos. • Clarification 2: Students will identify the locations of various ghettos.
<p>SS.912.HE.2.11 Discuss life in the various ghettos.</p> <ul style="list-style-type: none"> • Clarification 1: Students will explain the origins and purpose of the Judenrat. • Clarification 2: Students will explain the effects of the Judenrat on daily life in ghettos, specifically students should recognize Adam Czerniakow (Warsaw) and Mordechai Chaim Rumkowski (Lodz) and how these men differed in their approach to leading the Judenrat in their respective ghettos. • Clarification 3: Students will explain how and why the Nazis liquidated the ghettos, including the forced decisions of the Judenrat to select individuals for deportation transports to the camps. • Clarification 4: Students will discuss the difference between open ghettos and closed ghettos and how that impacted life within those ghettos. • Clarification 5: Students will describe various attempts at escape and forms of resistance (before liquidation and liberation), including but not limited to, the Warsaw Ghetto Uprising.
<p>SS.912.HE.2.12 Define partisan and explain the role partisans played in World War II.</p> <ul style="list-style-type: none"> • Clarification 1: Students will identify countries that had Partisan groups who fought the Nazis. • Clarification 2: Students will explain the warfare tactics utilized by the resistance movements against the Nazi. • Clarification 3: Students will recognize that not all resistance movements accepted Jews.
<p>SS.912.HE.2.13 Discuss life in the various camps.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize the differences between forced labor camps, concentration camps, transit camps, and death camps, including the geographic location, physical structure, camp commandants and S.S. leadership, and mechanics of murder. • Clarification 2: Students will describe the daily routines within the camps to include food intake, showers, bathrooms, sleeping arrangements, roll call, work details, illness, environmental conditions, clothing, selection process, torture, medical experiments, public executions, suicides, and other aspects of daily life. • Clarification 3: Students will describe various attempts at escape and forms of resistance within the camps.

<ul style="list-style-type: none"> • Clarification 4: Students will discuss how the use of existing transportation infrastructure facilitated the deportation of the Jews to the camps, including the non-Aryan management of the transportation system that collaborated with the Nazis. • Clarification 5: Students will describe life in Terezin, including its function as a transit camp, its unique culture that generated art, music, literature, poetry, opera (notably Brundibar), and the production of Vedem Magazine as a form of resistance; its use by the Nazis as propaganda to fool the International Red Cross; and the creation of the film “Terezin: A Documentary Film of Jewish Resettlement.” • Clarification 6: Students will identify the six primary death camps as part of Operation Reinhard (Auschwitz-Birkenau, Belzec, Chelmno, Majdanek, Sobibor and Treblinka) and their locations.
<p>SS.912.HE.2.14 Explain the purpose of the death marches.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize death marches as the forcible movement of prisoners by Nazi’s with the dual purpose of removing evidence and murdering as many people as possible (toward the end of World War II and the Holocaust) from Eastern Europe to Germany proper.
<p>SS.912.HE.2.15 Explain how Allied Forces liberated camps at the end of World War II and the relocation and treatment of the survivors.</p> <ul style="list-style-type: none"> • Clarification 1: Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, and relocation).
<p>Standard 3: SS.HE.912.3. Discuss the impact and aftermath of the Holocaust.</p>
<p>SS.912.HE.3.1 Analyze the international community’s efforts to hold perpetrators responsible for their involvement in the Holocaust.</p> <ul style="list-style-type: none"> • Clarification 1: Students will discuss the purpose and outcomes of the Nuremberg Trials and other subsequent trials related to the Holocaust. • Clarification 2: Students will compare arguments by the prosecution and recognize the falsehoods offered by the defense during the Nuremberg Trials (e.g., Justice Robert Jackson’s opening statement, ex post facto laws, non-existent terminology, crimes against humanity, genocide, statute of limitations, and jurisdictional issues). • Clarification 3: Students will recognize why members of the international community were complicit in assisting perpetrators escape from both Germany and justice following World War II.
<p>SS.912.HE.3.2 Explain the impact of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors, and acknowledgement of the international community.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize the Eichmann Trial as the first time that Israel, the Jewish state, held a Nazi criminal accountable”
<p>SS.912.HE.3.3 Explain the causes and effects of the Zionist movement.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize Theodore Herzl as the founder of the Zionist movement • Clarification 2: Students will explain how the Zionist movement led to the creation of the modern State of Israel. • Clarification 3: Students will recognize that the Zionist movement led to the separation of the Jewish and non-Jewish world (examples include, but are not limited to, The Zionist Congress; The Balfour Declaration; the encouragement of agriculture; the revival of the Hebrew language; and the establishment of universities, unions, judicial systems, hospitals, and elections).
<p>SS.912.HE.3.4 Explain the effects of Holocaust Denial on contemporary society.</p> <ul style="list-style-type: none"> • Clarification 1: Students will explain how Holocaust Denial has helped to contribute to the creation of contemporary propaganda and the facile denial of political and social realities.
<p>SS.912.HE.3.5 Explain why it is important for current and future generations to honor and learn from the Holocaust.</p> <ul style="list-style-type: none"> • Clarification 1: Students will recognize lessons learned from the Holocaust, including but not limited to, human dignity, civic responsibility, cultural diversity, and religious freedom.

- Clarification 2: Students will identify ways societies and individuals honor and remember those who preceded them.
- Clarification 3: Students will explain how “Never Again” is meant as a vow.

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