



# PLANNED COURSE STATEMENT

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| <b>Course Title:</b> Holocaust Studies through Literature   | <b>Grade Level(s):</b> 10 - 12       |
| <b>Length of Course:</b> 1 semester   | <b>Credit Area:</b> Elective         |
| <b>Prerequisite:</b> None   | <b>Amount of Credit:</b> 0.5 credits |
| <b>Adopted/Supplemental Materials:</b> various texts, films, and teacher-generated materials as appropriate |                                      |
| <b>Dual Credit Articulation:</b> none   |                                      |

## COURSE DESCRIPTION:

This course is for students who are interested in studying the Holocaust from a literary perspective. As the number of living Holocaust survivors declines, it becomes more important than ever to preserve the lessons of the Holocaust for future generations. Testimonial and artistic representations of the Holocaust will soon be the primary legacy of Holocaust victims and survivors that remains to us. In this class, we will explore the relationship between the written word and the Holocaust as an event that tests the limits of language and comprehension. Students will study a variety of works, including survivor memoirs, short stories, essays, fictional narratives, graphic novels, poetry, art, and films in order to gain a better understanding of the Holocaust as a singular event in world history. Discussion will address the experiences of victims and survivors, the challenge of representation, and common themes of Holocaust literature.

## COURSE GOALS:

Students will:

1. Read, understand, and interpret literature and explain its function.
2. Make connections between literature and the period in history that produced it.
3. Determine author's purpose and support with evidence an analysis of how an author's choices about style, structure, and content contribute to the power, persuasiveness, or beauty of a text.
4. Examine the use of literary elements in texts, including setting, character, theme, narration, figurative language, symbolism, etc.
5. Develop reading, writing, and speaking skills, as well as the ability to think critically about complex issues.
6. Raise and consider key questions regarding the Holocaust, including why studying the Holocaust is relevant today.
7. Analyze the lessons of the Holocaust in relation to reflection, remembrance, and responsibility.
8. Confront intellectually and emotionally challenging material and learn to express thoughts and emotions with sensitivity and respect.

## ASSESSMENT STRATEGIES:

Daily work, starter and exit activities, journals, notes, participation, written exams, performance tasks, oral and written student presentations on specific concepts and themes.

## ACCOMMODATIONS AND MODIFICATIONS:

Any student who feels the course is moving too slowly and demonstrates mastery of the subject matter by consistently exceeding expectations for regular assignments is encouraged to meet with the teacher for more rigorous assignments and projects. More rigorous work will include alternate assignments and projects, not additional assignments. Work will be graded using the same standards for work completed by other students in the class. Conversely, a student with an IEP who needs more time to

complete the work may have assignments modified to meet his/her needs.

**CAREER RELATED LEARNING STANDARDS:**

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision-making and problem-solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use, and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals, and demonstrate academic knowledge and technical skills required for successful employment.