



SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT

631-821-8100

250B Route 25A, Shoreham, New York 11786

www.swrschools.org

Gerard W. Poole, Superintendent
Glen Arcuri, Asst. Supt. for Finance & Operations
Brian K. Heyward, Asst. Supt. For Human Resources
Alan Meinster, Asst. Supt. For Curriculum, Instruction & Assessment

March 10, 2023

Mr. Jackson Parker
MuckRock News
DEPT MR 142059
263 Huntington Ave
Boston, MA 02115

Re: Response to FOIL Request

Dear Mr. Parker:

This letter serves as the District's response to your Freedom of Information Law requests received March 6, 2023 for the following:

I hereby request all of the Holocaust Instruction Survey Responses submitted since August 10, 2022.

Please find the responsive records enclosed.

Finally, pursuant to the Freedom of Information Law, you have a right to appeal a denial of any portion of your request within 30 days to the Superintendent of Schools, Gerard Poole, 250B Route 25A, Shoreham, New York 11786, gpole@swr.k12.ny.us. You will be advised in writing of the Superintendent's decision of your appeal within ten business days following receipt of any written appeal. Pub. Off. Law § 89(4)(a).

Very truly yours,

A handwritten signature in cursive script that reads "Brian Heyward".

Brian Heyward
Records Access Officer

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Group 1

School/Program Name

SHOREHAM-WADING RIVER CSD

Beds Code (if applicable)

580601040000

1. **I attest that, in compliance with Education Law §801, my school district provides instruction related to the Holocaust to students at the following levels: (select all that apply)**

- Elementary School
- Middle School
- High School
- None

2. **Please describe how your district provides instruction about the Holocaust through a curriculum aligned to the NYS Social Studies Learning Standards at the Elementary School level.**

Holocaust instruction at the elementary level is delivered through a combination of lessons delivered in the elementary classroom as part of the Social Studies curriculum at the intermediate level that address tolerance and acceptance of others and cites the Holocaust as an example of what can happen when that does not happen. Periodic assemblies and programs addressing this topic are also delivered at the appropriate level for this school population.

3. **Please describe how your district provides instruction about the Holocaust through a curriculum aligned to the NYS Social Studies Learning Standards at the Middle School level.**

At the middle school level, instruction on the Holocaust is incorporated into the Grade 8 Social Studies curriculum as part instruction on the second world war. Students are taught of the factors that lead to the rise of the third Reich and Adolf Hitler and of the atrocities committed by Germany throughout this period. The middle school library maintains a series of Wakelet resources on World War II which include, among others Read Alouds on Terrible Things, Yellow Star, Cats in Kransinski Square, The Greatest Skating Race, and Baseball Saved Us. Grade 8 students participate in Holocaust literature circles in English Language Arts classes that include, among other titles, *The Book Thief*, *Between Shades of Gray*, *The Elephant in the Garden*, *The Boy Who Dared*, *The Diary of a Young Girl*, *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, and *Prisoner B-3087*. As part of an annual eighth grade trip to Washington, DC, our students visit the United States Holocaust Memorial Museum.

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4. **Please describe how your district provides instruction about the Holocaust through a curriculum aligned to the NYS Social Studies Learning Standards at the High School level.**

At the high school level, instruction on the Holocaust is delivered within the Social Studies curriculum in several courses. These include all students addressing this period and the political and social consequences of Adolf Hitler and the Third Reich as part of the Grade 10 Global Studies curriculum. In English Languages Arts classes, students are provided literature addressing the Holocaust in several courses. These include Grade 9 students reading Eli Wiesel's memoir, *Night*, watching the first 40 minutes of Roman Polanski's film, *The Pianist*, and participating in literature circles incorporating titles that include, *Maus I: A Survivors Tale*, *Hotel on the Corner of Bitter and Sweet*, *Number the Stars*, *The Book Thief*, *Boy in th Striped Pajamas*, *This Way for the Gas*, *Ladies and Gentlemen*, *Night*, and *Sarah's Key*. Grade 9 English supplemental texts on this topic include, "*First they came for...*", *Life is Beautiful*, and "*The Little Boy with his Hands Up*". In Grade 11, students in English 11 read and discuss *The Things They Carried* and *This Way to the Gas, Ladies and Gentlemen* and participate in socratic seminars related to cruelty, power, racism, and humanity in which the events associated with the Holocaust are raised. In our AP English Language and Composition course students take part in discussions on *The Things They Carried* and *This Way to the Gas, Ladies and Gentlemen*, excerpts from Viktor Frankel's *Man's Search for Meaning*, and passages from Hobbes, Locke, and Rousseau. In our 12th grade elective English course Reflections in Literature and Society students study antisemitism in film using *Nosferatu* as well as studying antisemitic popaganda as used in film.

5. **In what capacity does your school provide instruction related to the Holocaust? (select all that apply)**

- Embedded within the Social Studies Curriculum
- Embedded within the English Language Arts Curriculum
- As a separate course
- Through special school event(s)
- Other (please specify)

6. **What type of training have the educators had to prepare them for teaching about the Holocaust?**

All of our secondary level Social Studies teachers received training on Holocaust instruction as part of their teacher certification programs. At the elementary level, training is included through professional development workshops hosted by field experts that include how to deliver age appropriate instruction on the Holocaust to students. District administration offers ongoing opportunities for teachers to gain addiional information and resources to support the teaching of the Holocaust through partnerships with Eastern Suffolk BOCES and through conferences and workshops offered by other independent vendors.