Unit 3: The Holocaust

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8 H

Unit 3: The Holocaust

Belleville Board of Education

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Unit Overview

In this unit, students will read, study, and discuss the historical and moral implications of the Holocaust (with World War II). Students will be reading various narrative literature text and informational text: *Anne Frank's Diary of a Young Girl*, *Night*, and other short story units with these enduring themes. These works explore how courage is projected in any text. In addition, the unit will cover the value of humanity as it relates to science. The students will discuss, connect, and debate Flowers for Algernon and the ethical dilemma that those characters face.

The Accelerated classes will continue to conduct independent research projects, written as Problem-Based Learning Units: The Genius Hour and Be A Changemaker. These units were introduced at beginning of the year and continue as ongoing projects.

This unit ends with a review and a repeat of both the narrative essay structure and the informative essay structure in response to the essential questions.

Enduring Understanding

- Writing clearly is essential to any person's effective communication.
- Individuals must be capable of writing for a variety of audiences in differing styles, including explanatory essays, and citing textual evidence throughout.
- High-level writing skills can produce documents that show planning and organization to convey the intended message and meaning.
- Multiple sources can be researched to identity a thesis.
- The events from the Holocaust - the events that we cannot forget to ensure that they do not happen again.
- Authors provide insights into universal themes of gender prejudices, racism, and poverty

Genius Hour and Independent Study:

- Critical readers question the text, consider various perspectives, and look for author's bias in order to think, live, and act differently.
- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Listening skills are critical for learning and understanding.
- We can all be a changemaker, as long as we have a growth mindset to do so.

Essential Questions

Essential Questions:

- What provocative questions will foster inquiry, understanding, and transfer of learning?
- Why do people care about things that happened a long time ago?
- What can we learn from the past to share our future in a positive manner?
- How might the Nazis' treatment of European Jews have affected everyone else?
- How can literature help us remember and honor the victims of the Holocaust?
- Why am I writing? For whom?
- What am I trying to achieve through my writing?
- Where do ideas for writing come from and how can I organize them?
- How does personal experience contribute to prejudice?
- Can a hero have both good and bad qualities?
- What are the roles of parents and society in the moral education of children?
- How do you measure the strength of a woman when she must overcome?
- Is it worth taking a stand for one's self? For others?

Genius Hour and Independent Study:

- How can we realize that we have the power to affect our community in some way?
- How can artistic expression advance social commentary?
- How does research contribute to the discovery of solutions?
- How can one person make a difference when encountering a social challenge?
- What is the value of self-reflection in preparing for one's future?
- What is a changemaker? How does one become one? What leadership qualities are needed to be a successful changemaker?

Exit Skills

By the end of Unit 3 8th grade ELA Accelerated Students Should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Read various nonfiction, informational text to identify text structure, text features, and author's purpose
- Identify and use literary terminology
- Develop and utilize reading strategies to improve comprehension on grade level text
- Cite textual evidence that supports analysis of the text
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Demonstrate proficiency in explanatory/informational essay writing
- Listen and contribute appropriately during whole class discussions, small group discussions, and partnered pair discussions
- Analyze and evaluate the purpose of information presented in diverse media and formats

For Problem Based Learning Unit and Independent Study: Making a Difference with the Genius Hour:

Students will be able to…

- Cite the textual evidence/Make relevant connections that most strongly supports an analysis of what text say explicitly/inferences drawn from text
- Determine central idea of a text
- Analyze its development over course of text, including its relationship to supporting ideas
- Provide an objective summary
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Determine the meaning of words/phrases as used in text, including figurative language, connotative, technical meanings
- Analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
- Analyze the structure author uses
- Organize a specific paragraph
- Develop/refine a key concept
- Determine author's point of view in text
- Analyze how author acknowledges/responds to conflicting evidence/viewpoints
- Evaluate advantages/disadvantages of different mediums
- Present a particular topic/idea
- Delineate/evaluate argument/specific claim in text
- Assess reasoning is sound/evidence is relevant/sufficient
- Recognize irrelevant evidence is introduced
- Analyze on practical knowledge, historical/cultural context, and background Knowledge two or more texts
- Reflect on practical knowledge, historical/cultural context, and background knowledge of two or more texts
- Identify where texts disagree on matters of fact or interpretation
- Examine a topic
- Convey ideas, concepts, and information through selection, organization, and analysis of relevant content
- Introduce topic; organize ideas/concepts/information using text structures
- Develop topic with relevant/well-chosen facts; definitions; concrete details; quotations; other informations/details
- Use appropriate/varied transitions
- Use precise language/domain-specific vocabulary to inform/explain topic
- Establish/maintain formal/academic style/approach/form
- Produce clear/coherent writing in which development, organization, voice, style are appropriate to task, purpose, and audience.
- Develop/strengthen writing as needed by planning/revising/editing/rewriting/ trying a new approach;focusing on how well purpose/audience have been addressed
- Conduct short research projects to answer a question
- Draw on several sources
- Generate additional related, focused questions that allow for avenues of exploration
- Gather relevant information from multiple print/digital sources
- Use search terms effectively
- Assess credibility/accuracy of each source
- Quote/Paraphrase data and conclusions of others
- Avoid plagiarism
- Follow standard format for citation
- Engage effectively in one-on-one/group/teacher-led collaborative discussions
- Build on others' ideas
- Express own ideas clearly
- Reflect on ideas under discussion

- Follow rules of discussion/decision-making
- Track progress/pose questions/respond to others' questions/comments
- Acknowledge new information expressed
- Qualify/Justify own view in light of evidence presented
- Analyze purpose of information presented
- Evaluate motives behind its presentation
- Evaluate soundness of reasoning/relevance/sufficiency of evidence
- Identify when irrelevant evidence is introduced
- Present claims/findings/emphasizing salient points
- Use appropriate eye contact/volume
- Integrate multimedia/visual displays into presentations
- Adapt speech to variety of contexts/tasks demonstrating command of
- formal English when indicated or appropriate.
- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS.A	Civics, Government, and Human Rights
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

Learning Objectives

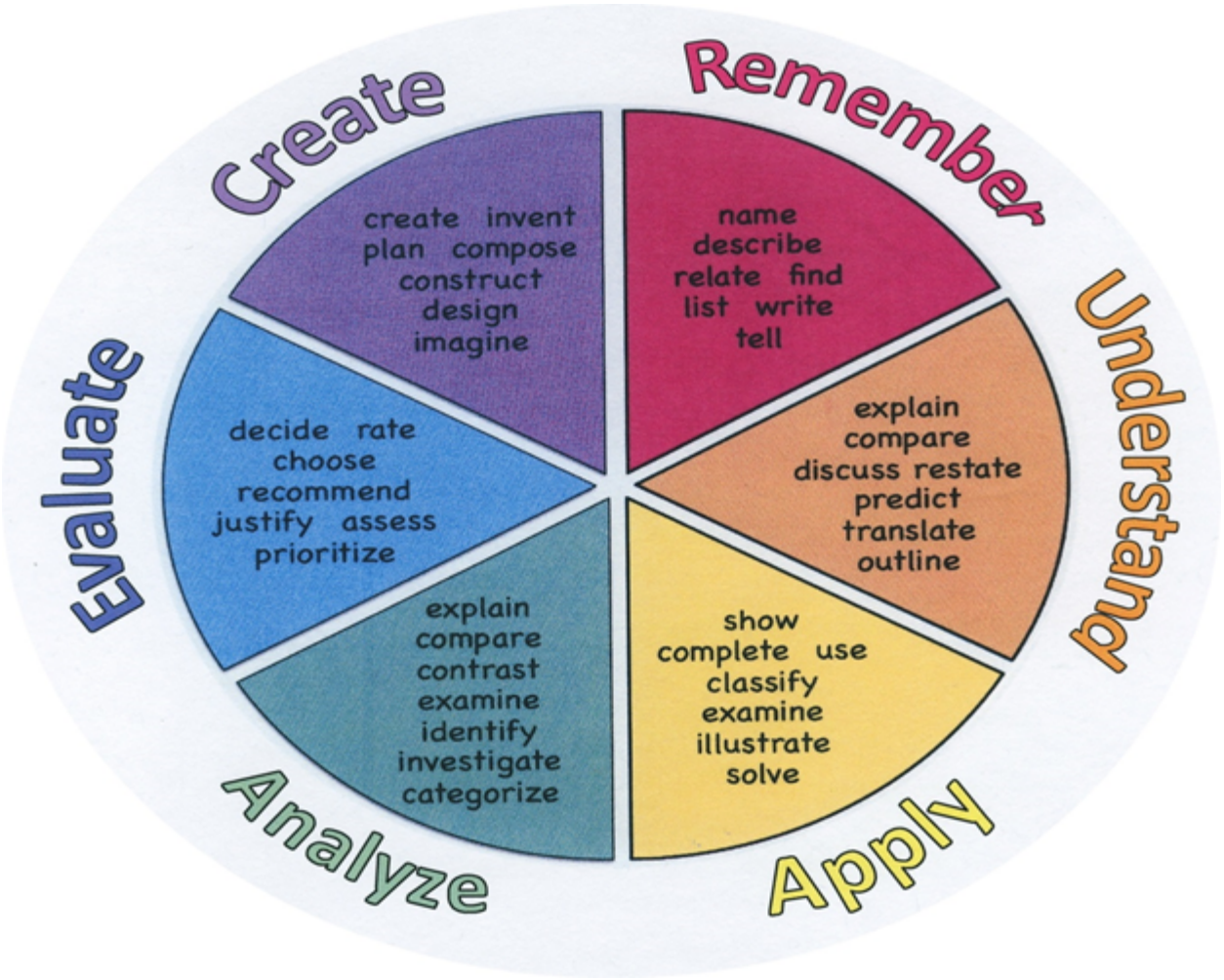
Students will be able to:

- Describe and assess grade-level text and apply various comprehension skills/strategies
- Understand and retell fictional and non-fictional text and its literary elements and text features
- Identify textual evidence and incorporate text to defend point of view.
- Create products that enhance literary strategies/devices in an an argumentative essay.
- Develop strategy of connecting to understand setting and motivation of a historical figure
- Pose question that elicit elaboration and contribute to class discussion and acknowledge new viewpoints
- Recognize and analyze the impact of word choice on meaning and tone
- Use facts, definitions, details, quotations, etc to develop topic
- Use appropriate transition words
- Analyze literary works by writing essays
- Respond critically to various writing prompts/exercises
- Locate the meaning/usage of song lyric text in a media clip/video and analyze
- Independently complete problem based learning units based on learning objectives related to the benchmark
- Construct examples of explanatory and narrative essays by using well-constructed, mechanically sound structure.
- Analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot)
- Summarize narrative nonfiction text
- Construct literary analysis in response to close readings that are both informational and literary

- Independently complete problem based learning units based on learning objectives related to the benchmark

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The suggested activities listed below can be found within the My Perspective textbook on page 89 of the teacher's edition.

Whole Class Learning:

- Reading of the Diary of Anne Frank, by Frances Goodrich and Albert Hackett - A specific example of how to teach this text would be to read it aloud to the whole class using reader's theater techniques and focus on characterization (direct & indirect). Students can then find examples of each.
- *Night* by Elie Wiesel and using Oprah and Elie Wiesel interview from ABC channel to supplement.
- Media - Frank Family and World War II Timeline
- Supplemental materials from the Echoesandreflections.org curriculum as needed.

Small Group Learning:

- Journal Entries from Anne Frank's diary
- Elie Wiesel's acceptance speech for his Novel Peace Prize
- Media - Graphic Novel

Independent Learning:

- Saving the Children, by Bob Simon
- A Great Adventure in the Shadow of War, by Mary Helen Dirkx
- Irena Sandler: Rescuer of the Children of Warsaw, by CHana Kroll
- Quiet Resistance, by Ann Byers
- Remembering a Devoted Keeper of Anne Frank's Legacy, by Moni Basu
- I'll Go Fetch Her Tomorrow, by Bloeme Emden with Marcel Prins

Special workshops/ Problem Based Learning Units:

- **Echoes and Reflections**
- **Making a Difference with Genius Hour**
- **Be a Changemaker - How to Start Something that Matters**

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for *The Diary of Anne Frank* or any other Holocaust text to start the unit and ask students what they know and what to learn. Use these questions to segue into cross curricular topics with Social Studies teacher/partner (formative assessment)
- *Diary of Anne Frank* OR *Night* test (summative assessment)
- Marking period benchmark (summative assessment)
- Creating a new version of your own Anne Frank diary (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed

resources are listed, but not available in district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson
- Supplemental Textbook: *The Language of Literature*, Grade 8 - McDougal Littell
- Scholastic SCOPE Magazine - monthly subscriptions
- Newsela Articles/practice worksheets and assessments
- Sadlier, Common Core Progress Worktext - for PARCC practice and independent work

Novels:

- *The Devil's Arithmetic, by Jane Yolen*
- *The Boy in Striped Pajamas, by John Boyne*
- *Night, by Elie Wiesel*

Ancillary Resources

The My Perspectives text also lists an array of Independent Learning Activities

Suggested Trade Books:

- *List of novels above*

Suggested informational text:

- *Scholastic Scope articles/debates*

Suggested lessons to teach the explanatory/informative essay:

- Use lessons within textbook

Technology Infusion

*The Pearson textbook has an array of on line tools that should also be used. However, a specific example of technology infusion would be using Google Classroom to write an informative essay in regards to the Holocaust and genocide. A sample topic/prompt would be: Explain other countries's genocides and how those people's lives were influenced. Another examples of using technology with this unit would be video clips of Adolf Hitler's speeches, drone videos of the concentration camps, inviting guest speakers into the classroom, and viewing the on line resources for the Anne Frank museum in Amsterdam.

Understand:

- Google Classroom - Google Suite for Education

- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

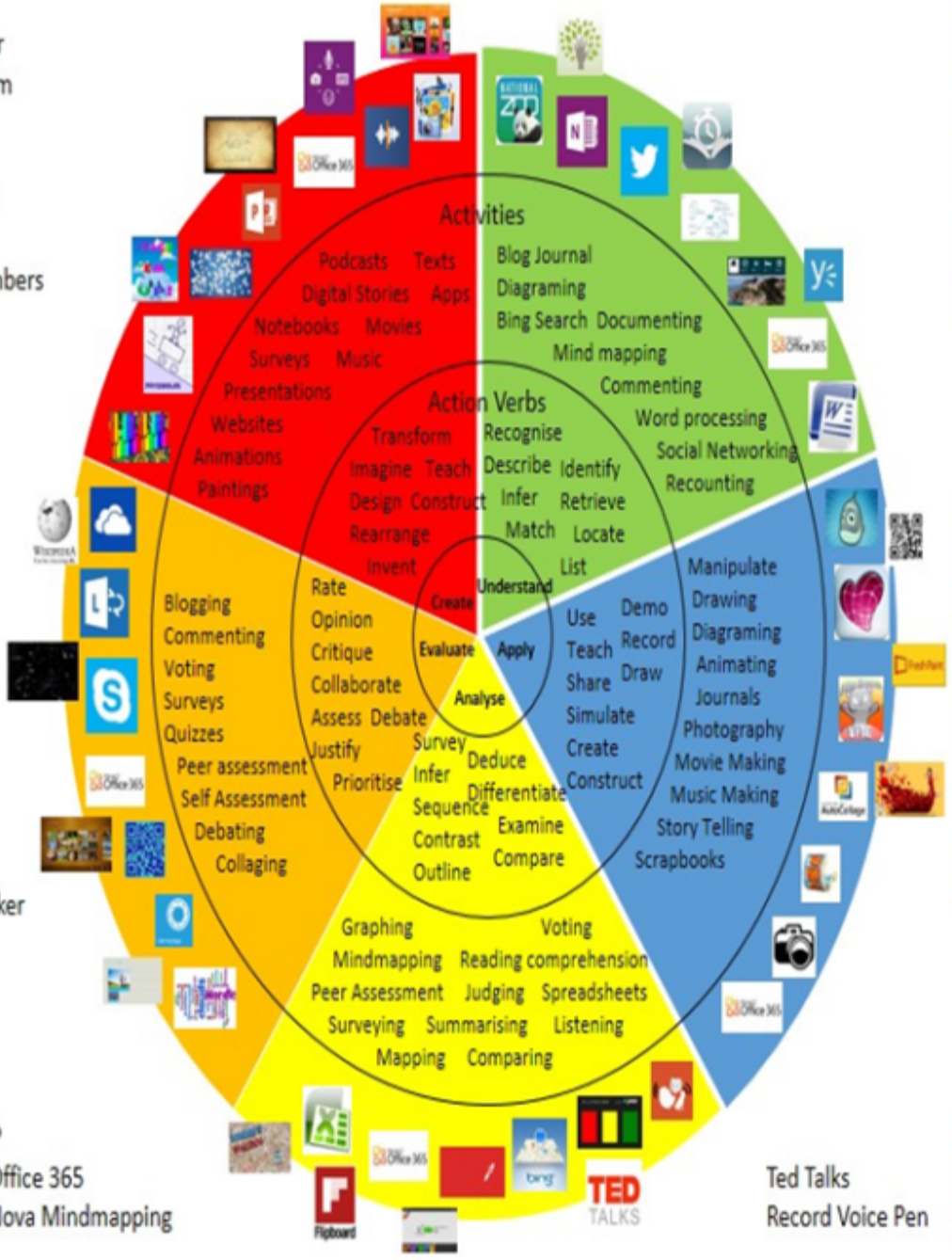
Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides - A specific example would be using Google Classroom to post a study guide for any teacher created test. Topics can be color coded to showcase various tasks.
- Teacher reads assessments allowed
- Scheduled breaks- A specific example would be taking several discussion breaks during any viewing or reading pertaining to the Holocaust to ensure that students understand. Many topics they do not undersatnd how and why Hitler came to power, what Aryan means, what antisemitism is, etc.
- Rephrase written directions

- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be having student working with an assigned partner in order to define key words as they are used in the story, "The Diary of Anne Frank", along with determining the theme and central idea.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- The Pearson textbook highlights areas where ELL students may have difficulty understanding. A specific example occurs on page 1. It is important to emphasize concepts pertaining to wartime. Maps of Europe can be shown, videos, assistance from Social Studies partner would also assist with this.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- The Pearson textbook highlights areas where students may have difficulty understanding. A specific example occurs on page 115. This section focuses on breaking down the text/play to ensure that all students understand what is occurring. Stop at end of Scene 2 and complete a Plickers formative assessment.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be completing an informative essay for the Holocaust Unit using the same prompt listed above using a graphic organizer of choice (if necessary) - students have the option to forgo the use of a graphic organizer. In addition, the length of the essay and number of sources can vary so that students can challenge themselves with their writing abilities to produce a quality product. Students have the option of creating a visual to transfer the ideas presented in the essay into a hands-on product.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit 4 Narrative - The Holocaust, *Night* by Elie Weisel

NJSLS: See above

Interdisciplinary Connection: Science/SS

Statement of Objective: SWBAT analyze the first two chapters of Night through a series of critical thinking questions.

Anticipatory Set/Do Now:

Learning Activity:
1. Read and discuss chapters 1-2
2. Work collaboratively to complete critical thinking questions.

Differentiated Extension Activity: (Students will choose an activity and work on it for the next several days both in class and for HW)

1. Personal Letter: Weisel explains that Moche the Beadle flees Sighet when the Germans arrest leaders in the Jewish Community. Think back to your responses in the FOCUS ACTIVITY. Assuming that Miche has escaped to freedom, what would you want to say to him about this situation. What feelings would you want to express about his dire circumstances in which his fellow villagers find themselves. On a separate sheet of paper, write a letter to Moche expressing your thoughts.

2. Learn more about the laws Hitler created to persecute Jews. How did Hitler persuade the German people and government to construct a legal system for mass murder? On what elements of human nature did he capitalize? How were terror tactics involved? Then examine the text in Chapters 1-2 to identify these laws which affected Wiesel's life directly.

Student Assessment/CFU's:

Teacher Observation
Exit Ticket- Write one very important event from Chapter 1-2.
Debriefing
Oral Questioning- Who was Moche the Beadle? Why did the villagers think everything was going to be ok?

Rate Understanding

Materials
Night novels -

Reader's Notebook

21st Century Themes and Skills:

see link

Differentiation:

Directions are read aloud

Extra time if needed

Allow students to highlight key points

Integration of Technology:
Smartboard, https://www.youtube.com/watch?v=0fMiFlqcnsA Elie Wiesel talks to Oprah about his little sister, who died in Auschwitz. 4 min.