



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE Holocaust and Modern Day Genocide

School: Ocean Township High School

Course: Holocaust and Modern Day Genocide

Department: Social Studies

Board Approval	Supervisor	Notes
August 2012	Stephen Sarles	Update Standards
August 2013	Stephen Sarles	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates

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DEPARTMENT Social Studies

COURSE Holocaust and Modern Day Genocide

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Understanding Genocide (Human Behavior)	11	Modern Day Genocides Case Studies
2	Understanding Genocide (Armenia)	12	Modern Day Genocides Case Studies
3	Understanding Genocide (Raphael Lemkin)	13	Modern Day Genocides Case Studies
4	The Holocaust (Preconditions/Antisemitism)	14	Modern Day Genocides Case Studies
5	The Holocaust (Isolation/ Nuremberg Laws)	15	Modern Day Genocides Case Studies
Week	Marking Period 2	Week	Marking Period 4
6	The Holocaust (The Ghettos)	16	Modern Day Genocides Case Studies
7	The Holocaust (The Final Solution)	17	Modern Day Genocides Case Studies
8	The Holocaust (The Final Solution)	18	Modern Day Genocides Case Studies
9	The Holocaust (Resistance)	19	Current and Contested Genocides
10	The Holocaust (The End and the Aftermath)	20	Current and Contested Genocides

Holocaust Education: Understanding Genocide unit; The Holocaust Unit; Modern Day Genocides Case Study units; Current and Contested Genocides unit -the whole course is compliant with this mandate, and will utilize NJDOE resources pertaining to the mandate.

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Amistad Education: Current and Contested Genocides unit - the discussion of contested genocides will include a conversation about the Atlantic slave trade and its consideration as genocidal.

AAPI: The Holocaust unit; Modern Day Genocides Case Study (Cambodia) unit - course materials will include information about Japanese internment camps in the United States during WWII, the Japanese comfort women of WWII, the Cambodian genocide, etc.

Climate Change Mandate: Understanding Genocide unit; The Holocaust Unit; Modern Day Genocides Case Study units; Current and Contested Genocides unit - the climate, environment, and availability of/access to natural resources will be discussed as precursors to both causes and effects of genocide.

LGBT/Persons with Disabilities Mandate: Understanding Genocide unit; The Holocaust Unit; Modern Day Genocides Case Study units; Current and Contested Genocides unit - course discussions will include content about the “pink triangle” and the treatment of LGBTQ+ and disabled people during the Holocaust, etc.

Diversity, Equity, and Inclusion Mandate: Understanding Genocide unit; The Holocaust Unit; Modern Day Genocides Case Study units; Current and Contested Genocides unit - the whole course is compliant with this mandate, and will utilize NJDOE resources pertaining to the mandate.

Core Instructional & Supplemental Materials including various levels of Texts

The World Must Know (Berenbaum), *Genocide: A Comprehensive Introduction* (Jones), *A Problem from Hell* (Power), resources from the [USHMM](#) and the [NJDOE](#), plus additional text excerpts, articles, and videos (documentaries, etc.) where and as appropriate.

Time Frame	Three (3) weeks
Topic	
Understanding Genocide	
Alignment to Standards	
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	

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DEPARTMENT Social Studies COURSE Holocaust and Modern Day Genocide

Learning Objectives and Activities

Learning Objectives:

Students will be able to:

- analyze the causes of genocide.
- describe the role of bigotry and prejudice in modern genocide.
- debate the differences between the Holocaust and modern genocide.
- develop ideas to prevent future genocides.
- debate the roles and responsibility of the international community in ending genocide.
- discuss the influence of the Armenian genocide on Adolf Hitler.
- identify the factors that contributed to the genocide of the Armenians.
- analyze how World War I provoked Turkish animosity towards the Armenians.
- assess why the Turkish government denies the genocide against the Armenians.

Activities:

- Reading
- Graphic organizers
- Chapter notes / Guided notes
- Open-ended questions
- Political cartoons / Primary sources
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:

- Unit tests
- Open-ended essay(s) / Writing assignments
- Project(s) / Presentations

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

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DEPARTMENT Social Studies

COURSE Holocaust and Modern Day Genocide

Alternative:

- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023):

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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DEPARTMENT Social Studies COURSE Holocaust and Modern Day Genocide

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

Time Frame	Seven (7) weeks
Topic	
The Holocaust	
Alignment to Standards	
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	
Learning Objectives and Activities	
Learning Objectives:	

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Students will be able to:

- define anti-Semitism and explain its origins.
- identify the similarities/differences between pre-Nazi anti-Semitism and Nazi racial ideology.
- examine propaganda methods that the Nazis used to exploit anti-Semitic attitudes among the German people and to isolate Jews from the rest of the population.
- consider historical and contemporary examples of anti-Semitism, propaganda, and stereotyping.
- assess the role and responsibility of the individual in the escalation of hate and violence.
- identify the aims of Nazis in establishing ghettos.
- specify countries in Eastern and Central Europe where Nazis established ghettos.
- examine what life was like for Jews forced to live in ghettos.
- consider the various ways individuals responded to unjust actions.
- identify the significance of the Wannsee Conference in determining the 'Final Solution.'
- discuss the importance of mobile killing squads and extermination camps in Nazi Europe.
- assess what life was like in concentration camps and extermination camps.
- debate how and why so many people became perpetrators of or bystanders to mass murder.
- consider issues of social and personal responsibility in their own lives.
- identify the significance of the Wannsee Conference in determining the 'Final Solution.'
- discuss the importance of mobile killing squads and extermination camps in Nazi Europe.
- assess what life was like in concentration camps and extermination camps.
- debate how and why so many people became perpetrators of or bystanders to mass murder.
- consider issues of social and personal responsibility in their own lives.
- describe methods used by Nazis to discourage and reduce resistance and rebellion in occupied territories.
- recognize several forms of cultural and spiritual resistance that occurred in the ghettos and extermination camps.
- understand the connection between the 'Final Solution' and armed resistance, as well as the special meaning resistance had during the Holocaust.
- examine the importance of personal and cultural identity and the struggle to maintain it.
- analyze the motivations of non-Jewish rescuers in their efforts to help Jews survive.
- identify the risks involved when non-Jews helped Jews hide or escape and the moral choices that were made.

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- examine the various forms of assistance that were given to Jews by non-Jews during the Holocaust
- examine the obstacles and dangers that hidden children had to overcome in order to have a chance to survive.
- examine the price of apathy and indifference in the face of injustice.
- understand the complex emotional ramifications of liberation for both the Jews and the Allied soldiers who liberated them.
- discuss displaced persons camps, specifically what life was like for people living in these camps.
- assess the serious difficulties that survivors faced after liberation, including reuniting broken families, providing care to children and reclaiming homes and communities.
- consider how an individual is influenced by the collective experience of his/her cultural group.
- discuss the sources that the U.S. government had with the regards to the persecution and mass murder of the Jews and others in Europe.
- assess how the government dealt with this information.
- analyze how the State Department severely limited the number of Jewish refugees to this country.
- identify the significance of the Casablanca Conference.
- discuss the significance of the establishment of the War Refugee Board.

*Other objectives to be determined by the students and instructor.

Activities:

- Reading
- Graphic organizers
- Chapter notes / Guided notes
- Open-ended questions
- Political cartoons / Primary sources
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source analysis
- Reading w/ note-taking and/or annotation
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COURSE Holocaust and Modern Day Genocide

Summative:

- Unit tests
- Open-ended essay(s) / Writing assignments
- Project(s) / Presentations

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

Career Education

CRP4 / CRP9: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.

CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Time Frame	Eight (8) weeks
Topic	
Modern Day Genocides - Case Studies	
Alignment to Standards	

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6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Learning Objectives and Activities

Learning Objectives:

Students will be able to:

- analyze Pol Pot and the genocide he led in Cambodia.
- discuss the Khmer Rouge and their goal to create a community peasant farming society.
- examine the killing fields.
- discuss the purging of 'class enemies' and the 'purification' of Cambodian society.
- analyze how Pol Pot lost power and how the genocide ended.
- determine to what extent the aftermath of World War I set the table for the Kurds to be attacked.
- assess the role Saddam Hussein in this genocide.
- debate criticisms that have been made of the foreign (Western European /US) role in not stopping the use of chemical weapons against Kurdish civilians.
- evaluate what happened in the Balisan valley in April 1987, and why.
- determine how the genocide has empowered the Kurds to seek a secure homeland.
- determine to what extent the Bosnian genocide can be ascribed to 'ancient hatreds'?
- assess the role of nationalist leaders in the late 1980s and early 1990s.
- debate criticisms that have been made of the foreign (Western European /US) role in Yugoslavia's dissolution, and during the Bosnian war of the 1990s.
- evaluate what happened at Srebrenica in July 1995, and why.
- evaluate the ways in which the campaign in Kosovo in 1998-99 was similar to the Serbs' genocidal strategy in Bosnia.
- determine how successful the post-genocide quest for justice been in the territories of the former Yugoslavia.
- analyze the role of imperialism in Rwanda.
- discuss the distinction between the Hutu and Tutsi groups within Rwanda.
- analyze how prejudice led to genocide.
- discuss the events of the genocide and how the genocide ended.
- debate the responsibility of the international community in not helping to stop the genocide in Rwanda.
- examine the causes of genocide and violence occurring in Sudan.
- discuss the role of the Sudanese government and the Janjaweed.
- analyze how religious differences and prejudice exacerbate these conflicts.

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- debate the role of the international community with regards to the violence in Sudan.
- *Other objectives to be determined by the specific genocides studied, and/or at the discretion of the students and the instructor.

Activities:

- Reading
- Graphic organizers
- Chapter notes / Guided notes
- Open-ended questions
- Political cartoons / Primary sources
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:

- Unit tests
- Open-ended essay(s) / Writing assignments
- Project(s) / Presentations

Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLA ELA 2023):

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essays using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

Time Frame

Two (2) weeks

Topic

Contested and Current Genocides

Alignment to Standards

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Learning Objectives and Activities

Learning Objectives:

Students will be able to:

- use the framework of the United Nations Genocide Convention and the legal definition of genocide to assess contested cases of genocide and determine, using primary and secondary sources, if those cases constitute genocide and defend why or why not.
- use the framework of the United Nations Genocide Convention and the legal definition of genocide to assess current cases of genocide and determine, using primary and secondary sources, if those cases constitute genocide and defend why or why not.

Examples of Contested Genocides:

- Guatemala (indigenous Mayans, 1980s)
- Native Americans in the United States

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- Transatlantic slave trade
- Hiroshima/Nagasaki (area bombing/nuclear warfare)
- Irish Potato Famine
- 9/11
- United Nations sanctions against Iraq
- Biafra War (Nigeria)

Examples of Current Genocides:

- Rohingya (Myanmar/Bangladesh)
- Venezuela
- Uighurs (China)
- Yazidis (Iraq/Syria)
- Nuer and Dinka (South Sudan)
- Yemen
- Nigeria
- Iraq

Activities:

- Reading
- Graphic organizers
- Chapter notes / Guided notes
- Open-ended questions
- Political cartoons / Primary sources
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source analysis
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Summative:

- Unit tests
- Open-ended essay(s) / Writing assignments
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Benchmark:

- Start of course survey / End of course survey
- Discussion of current events as they pertain to course material(s)

Alternative:

- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

ELA - RH.9-10.1, RH.9-10.2, WHST.9-10.2, WHST.9-10.4

- Can include DBQ analysis, close reading strategies, primary source analysis, and/or constructing essay using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Home of the Spartans!
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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE Holocaust and Modern Day Genocide

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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