

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Literature of the Holocaust CP and Honors

Born On: August, 2024

Previous Revision: August, 2024

Current Revision: August, 2026

Board Approval: 8/24/26

Course Description: Literature of the Holocaust CP and Honors

This course will expose students to the events of the Holocaust through a wide variety of fiction, drama and poetry written during and after the Holocaust by authors, survivors and witnesses. Readings and discussions will focus on the voices of victims, the testimony of survivors, the accounts of resistance, the stories of rescue and heroism, the German experience, and the aftermath response and reflection, connecting past to present through multiple perspectives. Students will also be tasked with taking their new knowledge forward by teaching underclassmen important lessons about tolerance and respect in a culminating workshop day in the spring.

The PVRHSD English department believes that all students should have access to the identical curriculum within a specific course. To this end, all students in the mixed-level courses (College Prep/Honors or College Prep /Collaborative) will be exposed to the same content and skills. Utilizing pre-assessments to delineate various skill levels, teachers will differentiate content, process, and/or product based on individual student readiness, interests, and learning profiles.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing. Texts and/or assignments required for honors classes are **noted in bold**.

This entire course aligns with the Holocaust Law NJ Statute/Administrative Mandate Holocaust Law: [N.J.S.A. 18A:35-28](#).

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed

and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A:35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A.18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: [\(N.J.S.A.18A:35-4.36a\)](#) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Assessment Evidence — English Language Arts

☐ **Formative (F) and Summative (S) Assessments Indicated Throughout the Units**

Formative assessments in ELA are the frequent, lower-stakes checks that monitor progress during learning — things like reading quizzes, discussion posts, Canvas journals, Padlet postings, group work, Membean/IXL, and Socratic seminars — while summative assessments measure mastery at the end of instruction through unit exams, projects, synthesis writing, and timed writing.

For QSAC compliance, the district shows a coherent system where both types are standards-aligned, rubric- or criteria-based, and consistently documented, with many tasks (like presentations, book talks, and Reader's Responses) serving double duty as both formative checkpoints and summative evidence of standards mastery.

☐ **Benchmark Assessments by grade level are are given three times per year, 9-12, and are also used as Screener assessments as needed**

☐ **Alternate Assessment (A)**

An approved oral, visual, written, performance-based, or technology-supported product aligned to the same NJSLS-ELA standards and target skills as the standard assessment. "Alternate" is defined in two complementary ways:

- 1. As accommodation/modification — for students who require accommodated or modified demonstration of mastery per an IEP, 504 plan, or approved general education accommodation, pre-approved by the case manager/department supervisor and documented accordingly.
- 2. As instructional choice/novel format — for any student, as a deliberate option for demonstrating content or skill knowledge through a format other than the traditional written response (e.g., a choice board, project-based option, or student-selected mode of presentation). This use of "alternate" is not tied to a disability designation; it reflects differentiated instruction and multiple means of expression, consistent with UDL (Universal Design for Learning) principles.

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
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Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice
Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option
Written (modified or novel)	Shortened response with scaffolds (accommodation); OR creative written form such as found poem, letter-in-voice, or blackout poetry response (choice)	W.9-12.1, 2, 3; L.9-12.1, 2	Both
Performance-based	Dramatic scene interpretation, mock trial, debate, podcast/monologue	RL.9-12.3; SL.9-12.1, 3, 4	Choice/UDL option
Technology-supported	Text-to-speech supported response (accommodation); OR student-created video essay, digital slide deck, screencast explanation (choice)	W.9-12.6; 9.4.12.TL (CLKS crosswalk)	Both

Suggested Scope and Sequence of the Course

Month	Unit	Specific Assessments or Projects
September	Why must we examine the literature of the Holocaust as opposed to just the history? The Individual and Society	see each unit below for specific assessments and projects
October	The History of anti-Semitism Hitler's Rise to Power	see each unit below for specific assessments and projects

November	European Jewish Life Prior to World War II Testimony	see each unit below for specific assessments and projects
December	Short Stories/Memoirs	see each unit below for specific assessments and projects
January	“The Shawl” / “Rosa” Excerpt from Joseph Lowin’s book <i>Cynthia Ozick</i> entitled “Rewriting Herself: ‘The Shawl’ and ‘Rosa’”	see each unit below for specific assessments and projects
February	Poetry	see each unit below for specific assessments and projects
March	<u>MAUS</u> <i>The Sunflower</i>	see each unit below for specific assessments and projects
April	Independent Reading/Hero	see each unit below for specific assessments and projects
May/June	Modern Genocides (Sierra Leone, Rwanda, Darfur and Sudan)	see each unit below for specific assessments and projects

WRITING UNITS

READING UNITS

UNIT 1				
Content/Topic: Why must we examine the literature of the Holocaust as opposed to just the history?	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Opening Unit: Time: opening weeks Content Statement:	Key learning items/concepts: Studying the Holocaust forces us to look at things differently, so	Proficiencies: Students will be able to examine and extract meaning from the text an authors/artists/directors use to create and express truth.	Pair, group and class discussions (F) Written reflections and responses (F/S)	Selection of primary sources <i>Suggestion(s):</i> Night and Fog

We will cover terminology, themes and see images of the Holocaust to provide a foundation and common vocabulary Essential Questions: Why is it problematic to examine the Holocaust as a singular event? In light of the Holocaust, what does it mean to be human and what are the effects of being dehumanized? Who or what is responsible for the Holocaust? What was the concentration camp universe? How is the Holocaust represented in literature? How do fictional works reflect the truth? Do we have to read non-fiction pieces (testimony) about the Holocaust in order to gain an accurate understanding of the Holocaust? How can studying the holocaust teach us to be more human?	we must have a common vocabulary for our course Holocaust Terminology (in pre-assessment—see below) Examine the UN Definition of Genocide and its legal/moral implications. Propaganda Tone (and its persuasive purposes) Recognize how form and meaning reinforce one another (film images and narration)	Skills: SWBAT Read and comprehend complex literary and informational texts independently and proficiently. Identify and understand author tone and use of paradoxes and juxtaposition of ideas and symbols. Examine and make meaning of political cartoons and the propaganda inherent in it. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Draw evidence from literary or informational texts to support analysis, reflection and research. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on	Short individual and group presentations (F/S) Close-reading notes and analysis of non-fiction texts (F/S) Human Rights Watch/Nonfiction Reading Tasks (F) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	Iwitness testimony clips Selected readings from <i>The World Must Know</i> Berenbaum <i>Facing History and Ourselves</i> <i>Holocaust and Human Behavior</i> <i>Teaching about the Holocaust: A Resource Book for Educators</i> United States Holocaust Memorial Museum <i>The Holocaust Chronicle: A History in Words and Pictures</i> <i>Rise and Fall of the Nazis</i> Claire Welch "Arrivals, Departures" <i>The Coming of the Third Reich</i> by Richard Evans <i>Why? Explaining the Holocaust</i> by Peter Hayes Summer reading (memoir)
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What does it mean to “know” about the Holocaust? Week 2: What does it mean to be a responsible citizen? What is the danger of silence and indifference?		others’ ideas and expressing their own clearly and persuasively. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (SOAPS).		<u>Convention on the Prevention and Punishment of the Crime of Genocide</u> (most specifically Article II). <u>“Raphael Lemkin and the Genocide Convention”</u> <i>Facing History and Ourselves</i> <u>“The Perils of Indifference”</u> Elie Wiesel
Standards	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.			

	RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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	SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) - Small group instruction - Space for movement and breaks - Flexible seating arrangement - Maintain a consistent routine/schedule	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback when applicable	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and distinctly and delivered in both written and oral forms
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	• Provide immediate feedback when applicable			
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Holocaust Terminology Pre-assessment

Directions:

Below you will find a list of names/terms and your task is to explain the significance of them (all of which are associated with the Holocaust). Respond to as many as you can as thoroughly as possible using your prior knowledge to describe/explain the significance of the term in relation to the Holocaust. Please answer in complete sentences.

1. Final Solution
2. Kristallnacht
3. Pogroms
4. Auschwitz
5. Primo Levi
6. Maus
7. paradox of survival
8. The St. Louis
9. Resistance
10. Gestapo
11. Sonderkommando
12. transport
13. genocide

Literature of the Holocaust

Dear students and parents,

I begin this introduction to the Literature of the Holocaust class not with my own words but rather with a letter that a principal sent to his teachers on the first day of school:

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, and arithmetic are important only if they serve to make our children more human.

This letter provides the impetus for our studies this semester and the objectives for this course. In order to begin to attain an understanding of the atrocities that occurred during the Holocaust, we will have to confront the harsh, often unsettling, realities of them. We will put in conversation a variety of texts, including, but not limited to poetry, literature, memoir and film, and offer a plethora of resources, both personal and historical in nature, in order to examine the unique and universal qualities of this event. The incidents that lead to the Holocaust raise profound and disturbing questions about the consequences of our actions and our beliefs, of how we as individuals make distinctions between right and wrong, good and evil. Thus, this course is a study of humanity just as much as it is one of how the Holocaust is represented from those who “survived,” as well as those who have been touched by the Holocaust through relationships, history, or through media.

Parents: Your signature acknowledges that you have read the letter above and give permission for your son/daughter to watch and read the materials presented in this course.

Students: Your signature indicates you are prepared to confront some of the harsh content of this course and grapple with important questions about humanity. You are also indicating that you understand that this sensitive material requires your utmost maturity and respect.

Parent Signature

Date

Student Signature

Date

Literature of the Holocaust
Night and Fog

Viewing Day: 15 minutes after the film students will write a reaction to what they saw. They can reflect on how they felt, what they saw and perhaps what they never knew about the atrocities depicted in the film. Reactions will be collected and teacher will read each before the next class day.

The next day:

- **Do now:** write down 5 words that capture your viewing experience. Teacher will then open a blank wordle and all kids will get up and write their 5 words→ view image together that it generates.
- Then, complete reading about film from DVD cover.
- **Lastly, examine the following issues together:**
 - Juxtaposition of black and white and color
 - Then/now
 - 1933 “the machine goes into action” the amount of planning and premeditation this task actually took and how many learned individuals it took to enable such a thing to occur
 - Can we place judgment?
 - Theme of fear
 - Is there such thing as an innocent bystander when the camps were within view of the towns
 - Section In the Camps
 - Degradation, nudity, shaved, numbered,
 - Experiments, mutilations, amputations,
 - The mind games- orchestra, even the propaganda
 - Crematorium
 - Cattle cars

UNIT 2				
Content/Topic: The Individual and Society	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: 2 weeks Content Statement: Students will examine how identity is formed and consider the role it plays in determining one's universe of obligation. Essential Questions: How is identity formed? Are we limited by the groups to which we belong or can we expand our horizons? What opportunities do individuals have in our society to expand their horizons? What impact does our desire to belong have on our actions and behaviors? How does our identity affect the choices we make? How can we keep our individuality and still be a part of a group? What factors motivate a person to help someone else? What factors hold a person	Key learning items/concepts: Everyone is shaped by innumerable influences such as ethnicity, religion, class, race, age, profession, the geographical regions from which they're from, and many other group identities – all mingled with individual personality and predilection. Identities affect the choices we make. One's universe of obligation, the circle of groups "toward whom obligations are owed, to whom rules apply, and whose injuries call for [amends]" is malleable and directly affected by how one perceives his or her identity. Society is suspicious of people who cannot be categorized.	Proficiencies: Students will be able to understand the complexity of roles we play in society and how that impacts our behaviors. Skills: Determine how one's identity is shaped and how they affect the way a person behaves Define the universe of obligation and apply it to various historical, textual, personal, and social situations Define the terms upstander, bystander, collaborator, perpetrator, resister, and rescuer and understand how these roles people play affect identity, choices, and the history of the Holocaust. Draw evidence from informational, visual, and fictional texts to support analysis, reflection, and research. Read and comprehend complex literary and informational texts independently and proficiently. Draw evidence from literary or	Pair, group and class discussions (F/S) Written reflections and responses (F/S) Short individual and group presentations (F/S) Close-reading notes and analysis of non-fiction, fiction, primary sources, and visual texts (F/S) Various Facing History and Ourselves resources (F/S) Human Rights Watch/Nonfiction Reading Tasks (F) Reading quizzes (F), Socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses	Selection of primary sources <i>Suggestion(s):</i> Many of the texts and concepts are derived from Facing History and Ourselves: <u>The Holocaust and Human Behavior</u> Honors students will read excerpts of more challenging length and content "The Bear That Wasn't" (Frank Tashlin) "Little Things are Big" (Jesus Colon) <u>Pigeon</u> (short documentary) Story of David Cash "The 'In' Group" (Eve Shalen) <u>"The Stanford Prison Experiment"</u> <i>Conspiracy (2001 Film)</i>

back from helping someone else? How do divisions of <i>we</i> and <i>they</i> get created? How does our tendency to see <i>us</i> as unique but <i>them</i> as members of groups affect our behavior as well as our attitudes? Do we welcome or fear <i>them</i>? When does fear turn to hate? What are the social and political consequences of creating the other?	Even as we struggle to define our unique identity, society attaches labels to us that may differ from those we would choose for ourselves.	informational texts to support analysis, reflection and research. Prepared for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Make connections between the history of the Holocaust and current events and human rights violations.	(RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	
Standards	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.			

	C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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	W.IW.11–12.2. 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b
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	VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and

	(Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	when applicable		distinctly and delivered in both written and oral forms
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UNIT 3				
Content/Topic: The History of anti-Semitism	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: 1-2 weeks Content Statement: Students will see the historical context with regard to creating the Jew as “other” and how anti-Semitism manifested itself at different times in history Essential Questions: How does anti-Semitism function as a tool to create “we” and “they”? What is the difference between the Jews of	Key learning items/concepts: Stereotypes of Jews perpetuated in the Middle Ages and have been shaped, redefined, and repackaged throughout history, including in Nazi Germany Throughout history, Jews have been the victims of anti-Semitism in instances that include, but are not limited to:	Proficiencies: Upon examining a plethora of historical documents and images, students will be able to ponder: If you are surrounded by these images, stories, and myths – with few or no correctives – then what do you “know” about the “Jews”? Skills: Study medieval, 19 th century, and modern primary sources and art with a strong focus on visual analysis	Pair, group and class discussions (F/S) Written reflections and responses (F/S) Close-reading notes and analysis of non-fiction texts (F) Various Facing History and Ourselves resources (F/S) Interviews and written reflections about them (F/S)	Selection of primary sources <i>Suggestion(s):</i> <u>A Convenient Hatred: The History of anti-Semitism</u> (Phyllis Goldstein) <u>Sister Rose’s Passion</u> Images and documents obtained through Facing History and Ourselves and online. “The Jew’s Car” by Franz Fuhrmann

stereotype and myth and actual Jewish people? How did anti-Semitism manifest itself at different times in history? How did notions of anti-Judaism grow into anti-Semitism? How can these myths and stereotypes be countered?	iconography that portrays Jews as greedy merchants, Jews as killer of Christ, the myth of the blood libel, the myth of Jews poisoning wells, Jews associated with the Devil, history of the Crusades, the Wandering Jew, the <u>Protocols of the Elders of Zion</u> and the Dreyfus Affair. The Nazis repackaged and reprocessed these roots of anti-Semitism and used pervasive propaganda to disseminate this ideology. The history impact of <i>Nostra Aetate</i> and Sister Rose Theiring Injustices, prejudices, and lack of respect are around us, and we have the power to change these attitudes.	Research contemporary instances of anti-Semitism Determine to what degree anti-Semitic images, myths, and stereotypes are still with us today. Create effective interview questions and synthesize material upon gathering data. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Draw evidence from literary or informational texts to support analysis, reflection and research. Prepared for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Delineate and evaluate the argument and specific claims in a text, including the validity of the	Work Station activities (F) Participation in a Writing Contest through Seton Hall University (S) Human Rights Watch/Nonfiction Reading Tasks (F) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	
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		reasoning as well as the relevance and sufficiency of the evidence. Transfer knowledge from previous units to continue to expand understanding of all the elements that converged historically that made the events of the Holocaust possible.		
Standards	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).			

	W.IW.11–12.2. 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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Interdisciplinary Connections	6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
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	VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids

	• Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 4				
Content/Topic: Hitler's Rise to Power	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: 2-3 weeks Content Statement: After WWI, Germany provided fertile ground for the degradation and destruction of a democracy and for the rise of a dictator. Essential Questions:	Key learning items/concepts: WWI, the Treaty of Versailles, politics, economics, and art and culture in Germany are all important to study in order to understand the climate of the time.	Proficiencies: Students will be able to identify the numerous factors that lead to the dissolution of the Weimar Republic and the rise of Nazi power during the years 1919 and 1933. Skills:	Pair, group and class discussions (F/S) Written reflections and responses (F/S) Short individual and group presentations (F/S)	Selection of primary sources <i>Suggestion(s):</i> <i>The Third Reich: The Rise</i> (History Channel documentary - 2011) <u><i>The Roots of Nazi Psychology</i></u> (Jay Gonen)

Why did Germany choose to abandon a democracy? What can we learn about democracy from studying the failures of the Weimar Republic? How and why was Germany a fertile ground for Hitler to come to power? Where could different choices have been made? What were the immediate consequences and results of Hitler taking power? How was propaganda used to perpetuate Nazi ideology?	The Beer Hall Putsch was a seminal event in Hitler's rise to power. Communists were targets of scapegoating and violent, unjust persecution, which preceded and foreshadowed what would happen to Jews in 1930s Germany.	Gather relevant information from multiple authoritative print and digital sources. Revisit notes from US History II and reapply them Cite specifically from a variety of sources Collaborate with members of class to create a compelling handout, utilize multimedia visual aids, and present to the class Read and comprehend complex literary and informational texts independently and proficiently. Examine and make meaning of political cartoons and the propaganda inherent in them. Produce clear and coherent writing in which the development, organization Use technology, including the Internet, to produce and publish writing and to interact and Transfer knowledge from previous units to continue to connect how the building of anti-Semitism is echoed in the propaganda used by the Nazi party to both dehumanize	Close-reading notes and analysis of non-fiction texts (F/S) Group projects (F/S) Human Rights Watch/Nonfiction Reading Tasks (F) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	<u>Hitler: The Pathology of Evil</u> (George Victor) Reading from Facing <u>History and Ourselves: The Holocaust</u> and Human Behavior and its website <u>Triumph of the Will</u> <u>The Eternal Jew</u> <i>The Poisonous Mushroom</i> Party Platforms: Germany, 1932 (Social Democrats, Nazi Party and Communist Party with Case Studies) <i>The Coming of the Third Reich</i> by Richard Evans <i>Why? Explaining the Holocaust</i> by Peter Hayes A plethora of resources found online, including material found on the USHMM and Calvin College (for propaganda)
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		the Jew and celebrate the ethnic German.		
Standards	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.			

	RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
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Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and

	(Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	when applicable		distinctly and delivered in both written and oral forms
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UNIT 5				
Content/Topic: European Jewish Life Prior to World War II	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: 1 week Content Statement: Understanding the “normalcy” of Jewish life prior to Nazi rule will enable students to empathize with an individual's plight and understand the magnitude of the Holocaust. Essential Questions: What is associated with “typical” or “normal” life?	Key learning items/concepts: Students will develop an understanding of pre-World War II Jewish religious, cultural, and communal life in Europe in order to distinguish individual lives from the statistics of the Holocaust. Students will develop an understanding of the importance of recognizing and appreciating	Proficiencies: Students will explore the normalcy (religious, cultural, and communal) of Jewish life by finding and analyzing family photographs of an affected community from before the Nazi occupation or invasion and then researching the drastic changes in that community following Nazi rule. Skills: Locate online and examine pre-World War II Jewish life in Europe through photographs from that time.	Photo analysis and written commentary about them (F) Gallery walk (F) Efficacy of online research and works cited (F) Written reflection and class discussion (F/S) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S),	Selection of primary sources <i>Suggestion(s):</i> USHMM website Excerpts from <i>There Once Was a World: A 900-Year Chronicle of the Shtetl of Eishyshok</i> (Yaffa Eliach) <i>Survivors of the Holocaust</i> , video by Steven Spielberg and the Survivors of the Shoah Visual History Foundation

What do photographs of European Jews taken prior to Nazi rule show about their lives? How does an individual story help to clarify the macrocosmic one? How can we empathize with what was lost during the Holocaust?	differences, whether individual, cultural, religious, or otherwise.	Interpret what some aspects of pre-World War II Jewish life may have been like and relate that to their own lives. Research information about the locales of the photographs collected to discover different aspects of Jewish life before and after Nazi occupation. Analyze photographs collected and the research gathered on different Jewish communities. Evaluate Jewish life in Europe before World War II and describe it in a follow-up writing assignment. Synthesize the goals of the project through a gallery walk and class discussion.	presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	
Standards	SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine			

	what additional information or research is required to deepen the investigation or complete the task. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. W.IW.11–12.2. 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a
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	VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and

	(Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	when applicable		distinctly and delivered in both written and oral forms
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UNIT 6				
Content/Topic: Testimony	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: Approx. 3 weeks Content Statement: Students will learn from major witness voices Essential Question: Can a second generation reader truly understand the Holocaust? Why write literature about the Holocaust? Is it writing as catharsis?	Key learning items/concepts: In reading a selection of essays and excerpts from survivors and scholars, we will examine the various perspectives of victims and perpetrators. Dehumanization In order to fully value democracy, we must understand that which is possible when rights are taken away.	Proficiencies: Students will be able to examine text, image and art and connect it to the greater lessons we learn of the Holocaust. Students will be able to identify how particular abuses in power may result in the violation of civil rights for others. Students will be able to contextualize the elements inherent in the non-fiction texts we examine . Skills: SWBAT Analyze how two or more texts address similar themes or topics in	Individual and group presentations (F/S) Jigsaw class analysis and discussion (F) Written responses to annotated articles (F/S) Synthesis writing/essays (S) Human Rights Watch/Nonfiction Reading Tasks (F)	Selection of primary sources <i>Suggestion(s):</i> “The Drowned and the Saved” Primo Levi “Days and Memory” Charlotte Delbo “The Grey Zone” & “Choiceless Choice” Facing History & 351-352 Excerpts, including, but not limited to the Forward and Preface,

Who is the intended audience of literature about the Holocaust?	“silence and indifference to the suffering of others, or to the infringement of civil rights in any society, can—however unintentionally—perpetuate problems” The Holocaust was not an accident, but a result of many decisions, organizations fueled by hatred and prejudice.	order to build knowledge or to compare the approaches the authors take. Read and comprehend complex literary and informational texts independently and proficiently. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.. Draw evidence from literary or informational texts to support analysis, reflection and research.	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	“Maurice Raucheweld” “Mala Hoffnung Sperling” “Leon Bass” “Chaplain Herschel Schacter” from <i>Holocaust Testimonies: European Survivors and American Liberators in New Jersey</i> Witness from the USC Shoah Foundation
Standards	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.			

	D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. W.IW.11–12.2. 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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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
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	6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids

	• Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 7				
Content/Topic: Short Stories/Memoirs	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time: Approx. 4 -5 weeks Content Statement: Students will read texts that illustrate themes of compliance and resistance. Reading literature but dispersing history lessons in order for students to have schema to understand the	Key learning items/concepts: Transports Sonderkommando Students will develop empathy and humanize the victims of the Holocaust as only ascertainable through an analysis of literature	Proficiencies: Students will understand how many used art as a way to resist living under the Nazi rule and see various experiences as documented in a variety of forms. Students will be able to examine interpretations of the Holocaust as expressed in text, art and memorials.	Reading journals (F) Written analytical and synthesis essays (F/S) Small-group presentations (S) Jigsaw class activities and presentations (F)	Selection of primary sources <i>Suggestion(s):</i> "This Way for the Gas, Ladies and Gentlemen" & "Auschwitz, Our Home (A Letter)" by Tadeusz Borowski Selection of 1-page Biographies of Holocaust victims and

elements inherent in the literature we are to study. *This is where we will differentiate between honors and CP-Honors kids will provide mini-lessons to class for necessary background information Essential Question: How do we negotiate the line in literature between fact and fiction? It is necessary to look at those unsettling images and facts as Lawrence Langer once questioned: ““How do words help us to imagine what reason rejects? A reality which makes the frail spirit cringe” How is language used to empower and/or educate those who have not experienced the atrocities first-hand?	Expose students to a variety of voices, genres, and perspectives in order to better understand the human aspects of the Holocaust There were many roles that were forced on many during the Holocaust, including: victim, oppressor, bystander and rescuer. Morality can be mercurial. Young writers of diaries used various lenses: internal/reflecting, immediate/reporting, and external/chronicling and each offers a different perspective to historical events and pictures of life during Nazi oppression. Filmmakers have the difficult task of portraying “truth” in historical films but also need to be emotionally evocative.	Students will be able to recognize the heroic deeds in ghettos and concentration camps. Skills: Read and comprehend complex literary and informational texts independently and proficiently. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Draw evidence from literary or informational texts to support analysis, reflection and research. Hone active reading and annotation skills as students read and examine class texts. Respond/react and reflect on young people’s experiences and how their diaries add to the historical record. Share in jigsaw presentations in the class. Synthesize in conversation and writing the history of the Holocaust, their viewing of <i>Schindler’s List</i>, film reviews of the film and their viewing of <i>Inheritance</i>.	Human Rights Watch/Nonfiction Reading Tasks (F) Film reflections and synthesis tasks (F/S) Reading quizzes (F), Socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	survivors (published by US Holocaust Memorial Museum) <i>Schindler’s List</i> by Steven Spielberg <i>Inheritance</i> by James Moll) <i>Salvaged Pages</i> edited by Alexandra Zapruder <i>“I’m Still Here: Real Diaries of Young People Who Lived During the Holocaust”</i> by Lauren Lazin
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Standards	RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
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	RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. W.IW.11–12.2. 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
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	VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for

	directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 8				
"What a curiosity it was to hold a pen—nothing but a small pointed stick, after all, oozing its hieroglyphic puddle.... An immersion into the living language: all at once this cleanliness, this capacity, this power to make a history, to tell, to explain. To retrieve, to reprieve!" —from <i>The Shawl</i>				
Content/Topic: The Shawl/Rosa Excerpt from Joseph Lowin's book <i>Cynthia Ozick</i> entitled "Rewriting Herself: 'The Shawl' and 'Rosa'"	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials

Time: Approx. 3 weeks Essential Questions: How can Holocaust literature help those who were not victims understand the unimaginable? How is the idea of home represented by someone who has had their home taken from them? **We will Excerpt some of NCTE's The Big Read Rosa/The Shawl materials as well**	Key learning items/concepts: Students will apply knowledge of language structure, language conventions, connotation and denotation, figurative language, theme, and genre to examine "The Shawl" and "Rosa" in discussion and in writing. Students will examine the author's use of symbols and their connections to the larger themes of the work. Students will examine the shift in semantics from "refugee" to "survivor" Many survivors/authors use animalistic metaphors and employ animal symbolism to make meaning for those who have not experienced the Holocaust first-hand.	Proficiencies: Students will become proficient in making meaning of various literary techniques, sentence structure, context clues, etc. Skills: Read and comprehend complex literary and informational texts independently and proficiently. ~~Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.~~ Determine the meaning of words and phrases used in a text, as well as analyze the author's use of language and structure as well as examine multiple interpretations of a given text. Write Readers Responses/informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. Students will use a range of reading strategies to comprehend, interpret, evaluate and appreciate texts.	Literary analysis and synthesis of fact and historical fiction essay (F/S) Note-taking (on critical articles) (F) Small group and class discussions (F) Socratic Seminars (F/S) Readers Responses (F) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and	Selection of primary sources <i>Suggestion(s):</i> <i>The Shawl</i> Rosa Joseph Lowin <i>Cynthia Ozick</i>
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		Students will synthesize the texts and historical elements we have studied thus far in class with the short texts of The Shawl and Rosa Students will be able to transfer characterization from one short text to another. (Honors) students will read literary criticism and use it in conversation with their own interpretation of Rosa and the Shawl. Students will be able to discuss their reading and analysis of the characters in Socratic Seminar format. Students will use their close-reading analysis of text as they move into the literary analysis essay unit.	grammar quizzes (F/S), Membean (F), IXL (F)	
Standards	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
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	W.IW.11–12.2. 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. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) - Small group instruction - Space for movement and breaks - Flexible seating arrangement	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback when applicable	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and distinctly and delivered in both written and oral forms

	• Maintain a consistent routine/schedule • Provide immediate feedback when applicable			
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Teacher Guided Reading Notes from “The Shawl”

- Examine paradox “coldness of hell” (Ozick 3)
- Magda “You could think she was one of *their* babies” (Ozick 4)
- Why word choice “ how shining, an elfin tooth tombstone of white marble gleaming there” (Ozick 4)
- Magda or the shawl question (Ozick 8)
- How is electricity personified? What is the impact of such figurative language?

Teacher Guided Reading Notes from “Rosa”

- What is the impact of the reference of cannibalism?
- Why use last names in “Rosa” but not “The Shawl” ?
- How is nature characterized and what is that impact on the tone of that story?
- Why does Rosa make such a point to separate herself literally and figuratively from others? How does she view herself and her upbringing and how does that inhibit her personal relationships now?
- Trace the animal references in the text- what are these metaphors suggesting about Rosa and those around her? What does is say about her as a person/character?
- Pay attention to the reference to mirrors in the text: what might their presence be conveying or representing?
- Examine the repeated phrase “Thieves took it” in the text and think about its effect on theme, character development, tone, etc
- Discuss shift in semantics as reflected in the letter Rosa receives: refugee to survivor ?
- What is home to someone like Rosa?
- Think about the connection from one story to the next in reference to how Magda is described as a Tiger. How do those references color our perception of reality?
- Examine the allusion “lily and the lotus” and Zionist
- How is remembering and reflecting on the past a recurrent theme in this text?
- Why does Rosa perceive Stella as a pornographer?
- How does Rosa manipulate facts for self gain (52)

- Examine the container vs the contained, ie “All of Miami Beach, a box for useless buttons” (Ozick 55).
- Look at the recurrent image of electricity and how it continues to be personified in both “The Shawl” and “Rosa”
- What can we make of the shift in POV on pg 66?
- How does Rosa’s sharing of the past (tramcar story) with her customers show her connection with those who oppressed her → “How I became like the woman with the lettuce” (Ozick 69). How are we to make sense of this statement? What is its impact?

Lowin, Joseph. *Cynthia Ozick*. “Chapter Eight: Rewriting Herself” ‘The Shawl’ and ‘Rosa’
p 106-121

- Issues of writing and rewriting
- Contained and the contained (safety for victim in the Holocaust) along with the silent battle of self-preservation
- We will examine Ozick’s control of language in “The Shawl” and the questions/issues this article raises, including:
 - How does Ozick achieve the “effect” of the concentration camp?
 - How is the use of metaphor impact and/or create effect for the reader?
 - How does Ozick create/produce the effect of physical torture?
 - How does the time break between the two stories impact the reader?
 - How does Ozick manipulate real and metaphorical mirrors?
 - Examine the relationship between Persky and Rosa.
 - Why does Rosa still imagine Magda as alive?
 - We need to examine the connection of the two stories and how Ozick interjects about writing
 - Examine the 2 Warsaws that Rosa differentiates between (she and Persky’s)
 - Examine “the riddle of the ordinary”
 - In “container and contained sub-section:
 - “metaphor of electricity” (Lowin 119)
 - mix of religion (Virgin/Child)
 - the danger within the container

UNIT 9					
Content/Topic: Poetry	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

Time: **If stand-alone unit: 2 weeks** Throughout course- we will examine poetry throughout the semester in conjunction with themes and symbols Content Statement: Students will be able to approach poetry with tools that will help them make meaning of a given text. Students will study poetry of the Holocaust to help students gain a better understanding of the emotions of those involved. Essential Question: How do we make meaning of poetry? How do poets express identity through poetry? What is the significance of a poem's cultural and/or historical context?	Key learning items/concepts: Tone Theme Connotation/ Denotation Symbol Simile Metaphor Personification Ekphrastic poetry	Proficiencies: Students will be able to employ close-reading strategies to help them paraphrase, interpret and analyze poems. Skills: SWBAT: Interpret words and phrases as they are used in a text, including connotative and figurative meanings, and analyze how specific word choice shape meaning or tone Employ the TPCASTT model for poetry analysis as they read, annotate and examine poetry. Analyze the structure of text, including how specific sentences, paragraphs and larger portions of the text (e.g. stanzas) relate to each other and the whole Assess how point of view or purpose shapes the context and style of a text Read and comprehend complex literary and informational texts independently and proficiently. Read and comprehend literature, including stories, dramas and poems independently and proficiently.	RL.11-12.4. RL.11-12.5 RL.11-12.6 RL.11-12.10	Annotate poems (F) Group and pair analysis (F) Group and individual TPCASTT poetry analyses (F/S). Class poetry presentations (S) Comparison of various poems/voices (F) Written reflections (F/S) Think/Pair/Share analysis activities (F) Write ekphrastic poems (S/A) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A),	Selection of primary sources <i>Suggestion(s):</i> Together, work through "Family Album" Amos Neufeld and "An AntiSemitic Demonstration" Gail Newman to introduce the TPCASTT model for poetry analysis.. "Refugee Blues" W.H. Auden "I Saw a Mountain" Moses Schulstein, trans by Mindele Wajzman & Bea Stadler "First They Came for the Jews" By Pastor Niemoller "Babi Yar" Yevgeny Yevtushenko "Lady Lazarus" Sylvia Plath "Shema" Primo Levi "The Butterfly" Pavel Friedman
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		Write an ekphrastic poem, transferring their knowledge of past units into their work.		discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	<i>“Written in Pencil in the Sealed Freightcar” Dan Pagis</i> “Elegy” Antoni Slomlinski “The Book of Yolek” Anthony Hecht <i>“5.8.1942: In Memory of Janusz Korczak” Jerzy Ficowski</i> For more suggestions visit: http://www.yadvashem.org/yv/en/education/lesson-plans/poems-paintings.asp#3
Standards	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.				

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background

	and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 10				
"I know this is insane, but I somehow wish I had been in Auschwitz with my parents so I could really know that they lived through! ...I guess it's some kind of guilt about having had an easier life than they did" (Art Spiegelman in <u>Maus</u>)				
Content/Topic: <u>MAUS</u>	Key learning items/concepts:	Observable Proficiencies and Skills:	Benchmark Performance and Assessments	Suggested Materials
Time:	Key learning items/concepts:	Proficiencies:	Ongoing assessments (F)	Selection of primary sources

2-3 weeks Content Statement: Students will be able to study the images and words in a graphic novel in order to enhance their understandings of key themes associated with the Holocaust. Essential Question: Why graphic novels? What impact does this form have on the telling of Vladek's story? Where does prejudice originate, and how is it perpetuated? Do survivors of the Holocaust truly survive? How much is our identity shaped by our past? Our parents and their history? Whose story is this? Who is the real survivor of this story? How "truthful" are personal testimonies? What responsibilities do second generation survivors	Students will explore the philosophical and moral dilemmas faced by both victims and perpetrators Students will examine the theme of guilt from the perspectives of Holocaust survivors, second generation survivors, and contemporaries Students will study themes of identity, survival, and the immediate and delayed impact of trauma Students will examine how prejudice works in order to dehumanize others Students will study the use of metafiction in the story Students will become familiar with the term, survivor's guilt Students will become familiar with Art Spiegelman's	Students will employ close reading skills by studying a graphic novel, which is just as rich in words as it is in images Students will determine and understand how these texts blur lines – between genres (memoir, nonfiction, graphic novel) and the impact that has on them Students will negotiate the desire to disseminate one's story with the realities of commercialism, as Art is haunted by both Students will be introduced to how one reads a graphic novel, and what elements are essential to be attentive to as they read both words and images. Skills: SWBAT: Identify examples of prejudice and stereotyping by examining the anthropomorphized characters, most notably examining why the Jews are depicted as mice Understand the guilt associated with second generation survivors Study both words and images in order to understand the horrors of the Holocaust	Writing assignments (F/S) Short presentations (F/S) Small-group conversations (F) Essential Question final assessment on <i>Maus I & II</i> (S) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	<i>Suggestion(s):</i> <u><i>Maus</i></u> Volume I: My Father Bleeds History (Art Spiegelman) <u><i>Maus</i></u> Volume II: And Here My Troubles Began (Art Spiegelman) <u><i>MetaMaus</i></u>: A Look Inside a Modern Classic (Art Spiegelman) <i>Of Mice and Mimesis: Reading Spiegelman with Adorno</i> (Andrewas Huyssen) "Auschwitz" short documentary by Steven Spielberg (narrated by Meryl Streep)
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have now that their survivor-parents are dying?	motivations for writing these books Students will explore the tension between father and son and determine the many reasons for why it exists	Determine how Artie characterizes an idealized brother of whom he feels that he is the negation Read and apply literary criticism Deduce why Spiegelman chose to recount his father's narrative as a frame story		
Standards	L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.			

	RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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	E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments
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	during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	Grouping • Jigsaw activities	• Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 11					
Content/Topic: <i>The Sunflower</i>	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 2nd Semester Content Statement:	Key learning items/concepts: Reading <i>The Sunflower</i> forces us to	Proficiencies: Students will be able to examine texts for voice, justification of argument and style.	<u>RI.11-12.2</u>	Individual written responses (F/S)	Selection of primary sources <i>Suggestion(s):</i>

We will read <i>The Sunflower</i>, accompanying reflections in the second half of the book and several outside articles on the psychology of forgiveness to examine the issues of forgiveness raised by <i>The Sunflower</i>. Essential Questions: Does one have the right to grant forgiveness for a crime that was committed towards someone else? Should/can someone be asked to be the voice of an entire group (race/creed/sex)? What is the role of forgiveness in understanding and moving away from the atrocities of the Holocaust?	acknowledge the actions and reasons behind the Nazi soldiers perpetrating horrible acts against the Jews. In studying <i>The Sunflower</i> we are challenged with the issue of forgiveness, its power and impact. Students will be exposed to psychological impacts and effects of forgiveness. Students will recognize various forms of argument, empathy and reflection from various authors (of varied political/religious/ethical standpoints) on the same issue of forgiveness as presented in <i>The Sunflower</i>. Apply reading strategies and annotation skills to enable their independent reading abilities, as well as reading and writing fluency.	Students will be able to employ close-reading strategies to help them paraphrase, interpret and analyze questions and arguments raised in a text. Students will be able to examine argument for claims and warrant as well as formulate their own original claim, and back it with evidence in their own writing. Students will engage in Socratic Seminars to discuss various chunks of the text. Skills: SWBAT: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Establish and maintain a formal style and objective tone while attending to	<u>RI.11-12.5</u> <u>W.11-12.1.D</u> <u>L.11-12.5</u>	Small and large group discussions (F) Socratic Seminars (F) Jigsaw task on Symposium readings (F) One-pagers (reflections for supplemental articles listed under "Suggested Materials") (F) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	<i>The Sunflower</i> by Simon Wiesenthal (including all the additional reflection pieces found in the second half of the book). Articles on the psychology of forgiveness: http://www.guidetopsychology.com/forgive.htm http://www.pbs.org/thisenotionallife/topic/forgiveness/understanding-forgiveness Current articles on the issue of forgiveness for Holocaust Atrocities: "Can a Holocaust survivor ever forgive the Germans?" http://www.haaretz.com/jewish-world/can-a-holocaust-survivor-ever-forgive-the-germans-1.296163 "Forgiveness is Freedom, says Holocaust survivor" http://www.nola.com/reliigion/index.ssf/2012/09/forgiveness_is_freedom_says_ho.html
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		the norms and conventions of the discipline in which they are writing. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Final assessment: Persuasive essay responding to the question “should or should we not be able to give forgiveness for a crime committed against someone else?” In these essays, students must provide textual support to back claim from the text of <i>The Sunflower</i> as well as at least one idea found in one of the additional readings/reflections found in the second part of <i>The Sunflower</i> AND must cite at least one of the supplemental articles on forgiveness (see the column to the right for texts). (S) This unit will segue into the digital writing unit where students produce an infographic taking a stance on the role of forgiveness in moving away from the atrocities of the Holocaust.	“Forgive? Even on Yom Kippur Holocaust Survivors Say ‘No’” http://www.iweekly.com/article/full/6730/forgive-even-on-yom-kippur-holocaust-survivors-say-no/ “Is Forgiveness Possible? A Jewish Perspective” http://www.bbc.co.uk/history/worldwars/genocide/forgive_01.shtml
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through

	assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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UNIT 12					
Content/Topic: Independent Reading/Hero	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: Ongoing Content Statement: Students will be able to apply close-reading skills and make meaning of outside reading texts. Students will also make connections between their	Key learning items/concepts: Discover motives of heroes and the risks and benefits of their actions through an extensive look at their reasons.	Proficiencies: Students will be able to apply reading strategies and context of the Holocaust to their own independent reading of a Holocaust related text (preferably about a hero).	RL.11-12.1. W.11-12.1.	Individual reading, annotations, written reflections, and presentations (F/S) Book talks (F/S) Reading quizzes (F), socratic seminars (F/S/A), book talks	Selection of primary sources <i>Suggestion(s):</i> <i>His Name was Raoul Wallenberg</i> by Louise Borden "Poems of the Shoa" Louis Brodsky

independent reading choices and texts we have covered in class together Essential Question: How does understanding the structure of a novel enable the reader to make meaning of the text? How does the work of fiction reflect/depict or challenge those facts we have learned about the Holocaust? How can a work of fiction make meaning and sense of something historic?	Apply reading strategies and annotation skills to enable their independent reading abilities, as well as reading and writing fluency.	Skills: Read and comprehend complex literary and informational texts independently and proficiently. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Present short book talks to share reading and analysis of text with other classmates.	W.11-12.2. W.11-12.4	(F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	<i>Heroes of the Holocaust</i> by Lyn Smith <i>The Ghost Writer</i> Philip Roth <i>The Pawnbroker</i> E.L. Wright <i>Enemies, A Love Story</i> I.B. Singer <i>Wartime Lies</i> L. Begley <i>Mr. Sammler's Planet</i> <i>Everything's Illuminated</i> <i>The History of Love</i> <i>Once We Were Brothers</i> Ronald H. Balson See this resource for additional title suggestions:
Standards	L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).				

- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

	RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) - Small group instruction - Space for movement and breaks - Flexible seating arrangement - Maintain a consistent routine/schedule	Struggling/At-Risk Students - Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations - Sentence frames/starters - Provide immediate feedback when applicable	Gifted and Talented - Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Multilingual Learners Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language proficiency level - Directions stated clearly and distinctly and delivered in both written and oral forms
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Essential Questions: How have contributing factors leading to genocides continued to occur in our modern world? How does one's morals and ethics change based on the life situations one finds him/herself in during a time of genocide? What does it mean to be a child soldier? What are the enduring effects of being a displaced person? What is the importance of storytelling in connection with atrocities associated with genocides and mass murders? To quote Gourevitch: "How can people who have suffered so grievously manage to live together in a single cohesive society with those who have inflicted such suffering?" What is our personal responsibility to the areas of the world where we see such atrocities? Can and should we place blame for such atrocities?	Recognize the impact of modern (guerilla) war on children and younger generations Make connections between the history of the Holocaust and other genocides, noting the use of propaganda.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	<u>W.11-12.9</u> <u>SL.11-12.1</u> <u>SL.11-12.4</u> <u>L.11-12.6</u>	Lit Circle activities, discussions and presentations: <i>Over a Thousand Hills I Walk With You</i> <i>Left to Tell: Discovering God Amidst the Rwandan Holocaust</i> (F/S) Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F) Final assessment for Unit:	Excerpts from <i>We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda</i> Philip Gourevitch <i>Hotel Rwanda</i> (film) <i>Worse Than War</i> (PBS) Genocide memoir list Non-fiction readings about each genocide
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		teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Act as a museum curator to gather, create and present a virtual exhibit that helps represent the art, poetry, literature, testimony and monuments of a 20th or 21st century genocide.		Students will act as a museum curator and create a multimedia/multigenre exhibit to capture artistic representations of the genocide in Armenia, Cambodia, Bosnia, Rwanda Sierra Leone, Rwanda, Darfur, Sudan or Armenia. Presentations must include: - One novel/memoir - One poem or short story - One piece of visual art (painting/photography /sculpture/art installation - One artifact - One piece of testimony - One monument/memorial - An article or government document - One non-fiction document Presentations should run about ten-15 minutes in length. (S)	
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Standards	RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. presented (e.g., articulating implications or the significance of the topic). W.IW.11–12.2. 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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| | <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>presented (e.g., articulating implications or the significance of the topic).</p> |
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W.IW.11–12.2. 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.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

	B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.1.12.HistoryUP.11.b
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	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b VPA1.5.12prof.Cn11a VPA1.5.12prof.Cn11b
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for

	directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Holocaust Literature Final Assessment

Part I: Annotations

You will be given a selection of readings. Your task tonight is to read, annotate and interact with the texts as we have done throughout the course of the class. Think about how the authors make meaning through their use of language and manipulation of the themes inherent in Holocaust literature.

Part II: Essential Questions

After you have read the provided texts, annotated and made connections to the collection as well as to other texts we have covered this year, generate Five Essential Questions that challenge you to synthesize the texts as well as make connections to the content of the course this semester. You will submit these questions the next day in class.

Part III: In class

After the teacher reviews the essential questions you prepared, you will have one class period with the documents to respond to the question in a coherent essay. You are expected to use your annotated copies of the texts, synthesize the given texts and make larger connections between those in front of you and other texts and themes we have covered this semester.

Text Ideas:

“Shema” Primo Levi “Is this a Person” in blue book pg 359 FH&O “Resistance in the Death Camps”

Excerpts from Maus II on final

GRAMMAR & LANGUAGE UNIT

Unit Description/Overview <i>The purpose of this unit is to familiarize students with grade-appropriate grammar skills to use in their writing and speaking. They will gain an understanding of the components of the English language that improve communication.</i>	
Time frame: Ongoing, entire school year.	
Essential Questions	• How can understanding grammar and punctuation rules make writing and speaking more effective? • How can an expanded vocabulary improve interpersonal and professional communication?
Student Learning Objectives	• Students will apply appropriate punctuation and grammar rules, such as transitions with conjunctive adverbs; comma review; sentences and fragments; independent and dependent clauses; subject/verb agreement; conjunctive adverbs; periods, semicolons and commas in their writing to ensure clarity and correctness. • Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.
Standards	Grade 12 Grammar Standards

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

Comma Review

Conjunctive Adverbs

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Transitions with conjunctive adverbs

Misplaced modifiers/ dangling participles

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	Periods, semicolons, and commas B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Sentences and Fragments Independent/dependent clauses C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Subject/verb agreement B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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Formative and Summative Assessments	Suggested Activities (as needed): • Teacher-led mini-lessons • Student-led mini-lessons • Pre-test/post-tests • Sample sentence corrections • Review & corrections of student writing • IXL practice • IXL quizzes • Padlet posting • Group work <u>Formative:</u> Students will be given a pre-assessment at the beginning of the year on: Transitions with conjunctive adverbs Commas Sentences and Fragments (independent/dependent clauses) Subject/verb agreement Conjunctive adverbs Periods, semicolons, and commas Misplaced modifiers/ dangling participles Areas of need will be addressed throughout the year through mini-lessons and practice. <u>Summative:</u> Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May.
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GRADE 12**Writing Unit 1: Argumentative Writing (Literary Analysis)**
Unit Description/Overview

In this unit, students are introduced to lenses and literary theory as they read short stories and poetry. Students begin the unit by visualizing the texts that they read. Then, students consider the elements of story and how the structure of narratives impact the reader's understanding of their meanings. After that, students read poetry and look at how the structure and style of poems shape their interpretations. Throughout this unit, students read sample close readings and sample student responses and essays. At the end of the unit, students will compose a literary analysis essay using the lenses and/or literary theory to argue about a text's (or multiple texts') meaning.

Approximate time frame: 4-6 weeks

Essential Questions	• How do we perform literary analysis? • How can we explicate texts? • How do we use lenses to derive meaning from a text? • How can we understand poetry?
Student Learning Objectives	• Explicate texts • View texts through different lenses to determine the texts' meanings • Craft arguable theses • Discover patterns and themes within a text • Find evidence to support their interpretations of the text
Standards	W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> ● “Draw Me a Picture” activity <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> p.287 ● “Questions for Responsive Reading and Writing” <i>The Bedford Introduction to Literature 8th Ed</i> p.48-50 ○ Sample student response and drafts of essays on p.50-66 ● Read teacher selection of chapters 4-8, 10, & 13 in <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> ○ Each chapter introduces terminology and explicitly explains how to use each specific theory ● <i>The Bedford Introduction to Literature 8th Ed.</i> p.376-387 ○ Read “A&P” by John Updike (p.753-57) and “Summer” by David Updike (p.376-380) ○ Answer “Considerations for Critical Thinking and Writing” p.380 ○ Read and examine: ■ “Questions for Writing: Developing a Topic into a Revised Thesis” p.381 ■ “A Sample Brainstorming List” & “A Sample First Thesis” p.382 ■ “A Sample Revised Thesis” p.383-384 ■ “A Sample Student Response” p.385-387

	• <i>The Bedford Introduction to Literature 8th Ed.</i> p.774-780 ◦ Read “Oh, Oh” by William Hathaway & “A Sample Close Reading” p.774-776 ◦ Read “Catch” by Robert Francis & “A Sample Student Analysis: Tossing Metaphors Together in ‘Catch’” p.776-780 • <i>The Bedford Introduction to Literature 8th Ed.</i> p.804-806 ◦ Read poetic songs by Bruce Springsteen, “You’re Missing” and Kayne West “My Way Home” and answer “Considerations for Critical Thinking and Writing” • Read & explicate “Sonnet: Lift no the painted veil which those who live” by Percy Bysshe Shelley <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-7 • Read “Metaphor and Society in Shelly’s ‘Sonnet’” by Stephanie Huff <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.207 and compare it to their explication <u>Summative:</u> Literary Analysis Essay • 4-6 pages (1000-1500 words) • MLA formatting • Argues about the meaning of a text or multiple texts using one or more lenses/theories
Required/ Suggested Resources	Required Resources: • <i>The Norton Field Guide to Writing with Readings and Handbook</i> p.206-215 • <i>The Bedford Introduction to Literature (8th Ed.)</i> • <i>Beginning Theory: An Introduction to Literary and Cultural Theory (3rd Edition)</i> by Peter Barry Suggested Resources: • <i>The Pocket Instructor — Literature: 101 exercises for the college classroom</i> ed. by Diana Fuss & William A. Gleason • Model Close Reading and Essay about Fiction ◦ “A Rose for Emily” by William Faulkner ◦ William Faulkner “On ‘A Rose for Emily’” p.102 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ◦ “An Annotated Section of ‘A Rose for Emily’” p.104-105 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ◦ Sample Student Response: “Conflict in the Plot of Faulkner’s ‘A Rose for Emily’” p.106 of <i>The Bedford Introduction to Literature (8th Ed.)</i> ◦ “‘One of us...’: Concepts of the Private and the Public in ‘A Rose for Emily’” by Willow D. Crystal p.791 of <i>The Norton Field Guide to Writing with Readings and Handbook</i>

	● Model Student Essays about Poetry ○ “I, Too” by Langston Hughes ○ ““They’ll See How Beautiful I Am’: ‘I, Too’ and the Harlem Renaissance” by Irene Morstan p.796 of <i>The Norton Field Guide to Writing with Readings and Handbook</i> ○ “The Use of Force” William Carlos Williams p.826 of <i>Elements of Argument: A Text and Reader 8th Edition</i> ○ “Conflicts in “The Use of Force”” by Jennifer Rampolla p.830 of <i>Elements of Argument: A Text and Reader 8th Edition</i> CP ENGLISH IV additions for Analysis/argumentative essay: ● <i>“In a Grove”</i> by Ryunosuke Akutagawa. [short story] ● <i>“Girl”</i> by Jamaica Kincaid [short story] ● <i>“Dead Men’s Path”</i> by Chinua Achebe [short story] ● <i>“And of Clay We are Created”</i> Isabel Allende ● <i>“Was it a Dream”</i> ● Additional poems, short stories, and excerpts for analysis chosen from ENG IV Reading curriculum Model Student Essays ● AI Generated Exemplar and non exemplars for analysis essay
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Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
Career Readiness, Life Literacies, and Key Skills	VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Writing Unit 2: Narrative Writing**Unit Description/Overview**

In this unit, students are introduced to narrative techniques. Students begin the unit by reading, analyzing, and critiquing mentor texts. Then, students consider one topic of personal interest to write about. After that, students will use their own experience to drive their stylistic choices in their reflective writing. At the end of the unit, students will develop an essay about an artifact of relevance. They will retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language.

Approximate time frame: 4-6 weeks

Essential Questions	● How can a writer tailor their purpose to an audience when drafting a piece of writing? ● How can a writer create voice, both personally and in the characters they write about, through figurative language and other stylistic techniques? ● How can one use personal narrative to convey their identity and convictions?
Student Learning Objectives	● Read, analyze, and critique mentor texts ● Write in response to a variety of personal narrative prompts with a specific and nuanced voice ● Choose one topic of personal interest to drive stylistic choices in reflective writing ● Develop an essay about an artifact of relevance ● Retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language
Standards	W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

	C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> Triptych — in 3 columns, students describe an object and explain how they interact with it and how others interact with it. –narrative script- student selected topic - music and images selected to reflect understanding of copyright; images and video from the web should not be more than 10% of video –analyze student samples and exemplars <u>Summative:</u> MLA or APA format 1,000-1,500 words Personal Storytelling Artifact Essay Using sensory observation, study an artifact as deeply as you can. Write a narrative (“story”) that captures your encounter with the artifact. Exemplar – Video Essay [5 minutes]

Required/ Suggested Resources	“Ode to My Socks” Pablo Neruda “How to Write a 100-Word Narrative: A Guide for Our Tiny Memoir Contest” NYT Learning Network “From The Secret Life of Objects: Memoir” Dawn Raffel “How to Video Essays” by Greer Fyfe and Miriam Ross Video Essay Exemplars
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Interdisciplinary Connections	VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through

	assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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Writing Unit 3: Expository Writing

Unit Description/Overview

In this unit, students will create a research study by drawing relevant thematic connections between multiple perspectives. Students will compose a research question, conduct research, and analyze, evaluate, and select evidence to develop an argument. Students will consider objections, implications, and limitations. The research study should aim to fill a gap in the research and offer topics for further investigation. Sources will be cited using MLA or APA formatting.

Approximate time frame:
Four weeks

Essential Questions	• How can we use data and research to influence the historical and societal narrative surrounding a topic? • How can we construct research questions to guide a research topic?
Student Learning Objectives	• Create a research study centered in united research questions, theoretical framework, and major topics • Create a research study that brings forth something new to the reader by filling a gap in the literature • Cite sources and format research using APA 7th edition or MLA 8th edition
Standards	W.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Formative and Summative Assessments	You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument. <u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop Students will use AI to generate research questions, a resource list, and outline. Students will access and cite at least 2 peer reviewed articles Students will use AI to generate feedback on rough drafts based on a rubric and make revisions as needed. <u>Summative:</u> Research Paper 2,000 words 1000-1200 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry
Required/ Suggested Resources	Model Performance using part 2 of the 2023 AP Seminar Exam • 2023 Stimulus Materials (pick 2 or 3 sources) • Google Slideshow explaining each source and its thematic connections to other sources • Google Slideshow 2023 Stimulus Material Themes and Teaching Notes • Stimulus Materials

Interdisciplinary Connections	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 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 (e.g., 7.1.AL.IPERS.6).

Writing Unit 4: Digital Writing

Unit Description/Overview

In this unit, students will transform a previous written product into a digital performance (website, infographic, etc.). Students will adhere to the conventions of the current genre while maintaining the message/content of the previous performance. Students will integrate media (pictures, video, audio, gifs, etc.) into their revised performances.

Approximate time frame:

Two-Four weeks

Essential Questions	• How does one rework a piece of writing to suit the needs of their current and specific audience? • How does a writer boil down their performance to one singular message? • How do visual components (video, graphics, photos, etc.) benefit the writer in communicating a condensed form of a written performance? • What digital tools allow writers to communicate with various audiences?
Student Learning Objectives	• Evaluate a past piece of writing and condense to share information with a specific audience • Choose digital tools that effectively support communicating information in a new way • Compose a digital product that enhances the writer's message through multimedia
Standards	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

	W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”) W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Formative and Summative Assessments	<u>Formative:</u> • Elevator Story (Boston University) • 3 Minute Movie That Reimagines A Text Essay (CUNY Composition Community)

	<u>Summative:</u> Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens. See research paper under “Expository”
Required/ Suggested Resources	• Multimodal Projects & Digital Composition Tools (Purdue OWL) • Adobe Express, Canva, Piktochart, or StoryboardThat for creating infographics • Multimedia Guide from Ole Miss (has helpful digital tools for any multimodal project) • “What is Multimodal Composition?” (Arizona State University) • The New York Times’ Graphics Desk • The Upshot by The New York Times • Visual Rhetoric (Purdue OWL) • Digital Writing and Research Lab’s Lesson Plans
Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints.
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

	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 (e.g., 7.1.AL.IPERS.6). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	- Teacher modeling of skills/techniques to be mastered - Extended time to complete assignments - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work time - Assist students with long and short term planning of assignments - Posts and reviews clear criteria for proficient work - Restate, reread, and clarify directions/questions - Provide opportunities for	- Provide opportunities for repetition and practice - Teacher modeling of skills/techniques to be mastered - Extended me to complete assignments - Provide copy of class notes - Preferential seating to be determined by the student and teacher - Provide oral reminders and monitor student work during independent work - Small group instruction - Maintain a consistent routine/schedule - Flexible grouping - Provide student exemplars to communicate expectations	- Provide opportunities for project based learning - Provide opportunities for independent studies - Flexible Grouping - Jigsaw activities	Using images and other visual aids to support understanding of concepts - Kinesthetic learning experiences (manipulatives, movement, etc.) - Teacher made adaptations, outlines, study guides - Use of varied leveled texts to present content - Sentence frames and starters - Extended time to complete assignments - Use of concrete examples - Provide immediate feedback - Preferential seating - Build background information through brainstorming, semantic webbing, or use of visual aids - Simplifying language for presentation by using speech that is appropriate to students' language

	students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Sentence frames/starters • Provide immediate feedback when applicable		proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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