

**HOLMDEL TOWNSHIP PUBLIC SCHOOLS**  
**CURRICULUM GUIDE**



|                                 |                                   |
|---------------------------------|-----------------------------------|
| Course Name:                    | <b>Standing Up to Intolerance</b> |
| Grade Level(s):                 | <b>Grade 8</b>                    |
| School:                         | <b>Satz Middle School</b>         |
| Initial Year of Implementation: | <b>2019</b>                       |

|                                                            |  |                         |
|------------------------------------------------------------|--|-------------------------|
| <b><i>Director of<br/>Curriculum &amp; Instruction</i></b> |  | <b><i>Author(s)</i></b> |
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|                                                            |  |                         |

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**COURSE OF STUDY**

**HOLMDEL TOWNSHIP PUBLIC SCHOOLS**

|                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
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| <b>Course Title:</b>       |  | <b>Standing Up to Intolerance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b>Curriculum Area:</b>    |  | <b>Humanities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b>Length of Course:</b>   |  | <b>180 days</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                    |  | <b>90 days</b> |  |  |  | <b>45 days</b> |  | <b>X</b>                |  | <b>Other</b> |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b># of Credits:</b>       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b>New Course</b>          |  | <b>X</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Revision of Existing Course</b> |  |                |  |  |  |                |  | <b>Standards Update</b> |  |              |  |  |  |  |  | <b>Other</b> |  |  |  |  |  |  |  |
| <b>Course Description:</b> |  | <p><i>Standing Up to Intolerance</i> is intended to promote social justice, challenge biases, and engage students in discussions about diversity through the reinforcement of the literacy skills learned in Social Studies and English coursework. The course will draw upon historical and contemporary examples to achieve this goal. Such themes will include loss, courage, resourcefulness, fairness, humanity, justice and the ethical use of authority and power.</p> |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b>Course Philosophy:</b>  |  | By taking this course, students will be better prepared for their role as active participants in a diverse world.                                                                                                                                                                                                                                                                                                                                                             |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |
| <b>Course Goals:</b>       |  | The goal of this course is to prepare students to identify and examine examples of prejudice and bias in their own lives to prevent acts of intolerance in the future.                                                                                                                                                                                                                                                                                                        |  |                                    |  |                |  |  |  |                |  |                         |  |              |  |  |  |  |  |              |  |  |  |  |  |  |  |

## Instructional Unit #1

| Unit Name: Human Nature: What fuels intolerance?                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Duration of unit: 10 days |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Standards addressed in this unit                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |
| Standards addressed (NJ Student Learning Standards by Discipline) | Description of Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                           |
| Content Standards                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |
| Social Studies Skills Table                                       | Spatial Thinking and Critical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |
| Language Arts                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |
| RL.8.2                                                            | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |
| RI.8.1.                                                           | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |
| RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
| RI.8.6.                                                           | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |
| W.8.2.                                                            | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| W.8.10.                                                           | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |
| SL.8.1.                                                           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |                           |

|         |                                                                                                                                                                                                                                      |
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|         | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                         |
| SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.8.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                              |
| L.8.1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                               |
| L.8.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                   |
| L.8.3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                         |
| L.8.6.  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions. · CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Social-Emotional Learning Competencies (if applicable):**

CASEL: Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

CASEL: Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

CASEL: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

CASEL: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

CASEL: Responsible decision-making: : The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

**Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Enduring Understanding:**

- Intolerance is fueled by prejudice, stereotyping, and discrimination.
- Parts of the human psyche make people susceptible to a herd mentality.

**1-3 Essential Questions**

- How do prejudice, stereotyping, and discrimination fuel intolerance?
- How does human nature influence individuals to function alongside a group?

**EVIDENCE OF STUDENT LEARNING**

Anticipated number of tests during this unit: 0

Anticipated number of quizzes during this unit: 0

**Additional Performance Tasks:**

| Standards addressed<br>(NJ Student Learning,<br>Technology and 21st<br>Century Life and Career<br>Skills ) | Description of activity                                                                                                                                                                                                                                                                                                                | Formative/Summative/<br>Alternative/Benchmark |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| W.8.2, W.8.10, W.8.2.<br>L.8.1-3, L.8.6                                                                    | Informal Written Responses<br>Students will explore articles from psychology resources that examine and propose theoretical findings on how and why humans behave as they do in groups. Doing so will aid students in identifying behaviors explored by various individuals during the historical periods covered in subsequent units. | Benchmark                                     |
| SL.8.1, SL.8.2, SL.8.4,<br>SL 8.6                                                                          | Group Discussions<br>Students will explore articles from psychology resources that examine and propose theoretical findings on how and why humans behave as they do in groups. Doing so will aid students in identifying behaviors explored by various individuals during the historical periods covered in subsequent units.          | Formative                                     |
| W.8.10                                                                                                     | Metaphoric representation of the relationship between conformity and herd mentality, or prejudice and propaganda.                                                                                                                                                                                                                      | Alternative                                   |

**KNOWLEDGE AND SKILLS**

|                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Knowledge:</b> Students will know...</p> <ul style="list-style-type: none"> <li>The commonly accepted psychological explanations for herd mentality.</li> </ul> | <p><b>Skills:</b> Students will be able to ...</p> <ul style="list-style-type: none"> <li>Share their thoughts about and analysis of text in an appropriate setting (W 8.4-7, SL 8.1, 4-6, L 8.1-3)</li> <li>Support their analysis with references to explicit and implicit evidence from the text (RL 8.1)</li> <li>Identify and determine the meaning of unknown words in a text. (L.8.4)</li> <li>Respond to reading (W.8.10)</li> </ul> |
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**INSTRUCTIONAL PLAN**

| Sequence of Instructional Topics                                                                                                                                                                                                                  | Resources for each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested Options for Differentiation                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Examination of psychological articles on:</p> <ul style="list-style-type: none"> <li>● nonconformity</li> <li>● herd-mentality</li> <li>● prejudice</li> <li>● propaganda</li> <li>● bystander</li> <li>● bias</li> <li>● privilege</li> </ul> | <p>“Nonconformity” article<br/> “Herd-mentality” article<br/> “Prejudice, Propaganda” article</p> <p>Beauty and the Beast Mob<br/> Scene/Discussion<br/> <a href="http://www.youtube.com/watch?v=qAZmHrtloD8">http://www.youtube.com/watch?v=qAZmHrtloD8</a></p> <ul style="list-style-type: none"> <li>● What words and phrases did you hear in the song that illustrated herd/mob mentality</li> <li>● What do we normally think of as a “mob”?</li> <li>● How was Gaston able to convince the crowd to go after the Beast?</li> </ul> <p>“What Makes Someone a Bystander?”<br/> PBS lesson<br/> <a href="https://www.pbs.org/newshour/extra/lessons-plans/what-makes-someone-a-bystander-lesson-plan/">https://www.pbs.org/newshour/extra/lessons-plans/what-makes-someone-a-bystander-lesson-plan/</a></p> <p>Students will complete a reflection that asks them to consider a time where they’ve witnessed or seen a mob mentality play out. These reflections will show their understanding of the content if they can identify the parts of the group and the purpose of gathering.</p> | <p>Students create a metaphor to showcase their understanding of the relationship between conformity and herd-mentality, or prejudice and propaganda.</p> <p>Distribute copy of song lyrics.</p> |

## MODIFICATIONS

### Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students

| English Language Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Special Education/ Students with<br>504 Plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | At-Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>Support recommended by the “can do” list outlined by WIDA<br/><a href="https://www.wida.us/standards/CAN_Dos/">https://www.wida.us/standards/CAN_Dos/</a></li> <li>Realia and manipulatives</li> <li>Preview lesson topic</li> <li>Teacher prepared outlines</li> <li>Graphic organizers</li> <li>word banks</li> <li>Adapted (e.g., marginal notes) or highlighted text</li> <li>Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary</li> <li>Provide video, and audio access for reading selections.</li> </ul> | <ul style="list-style-type: none"> <li>Utilize modifications and accommodations delineated in the student’s IEP/504 Plan</li> <li>Model</li> <li>Work with a partner</li> <li>Provide concrete examples and relate new learning to previously learned material.</li> <li>Solidify and refine concepts through repetition.</li> <li>Provide opportunity to use technology to complete assignments</li> <li>Utilize assistive learning technology and materials</li> <li>Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>Provide clearly stated rubric or written</li> </ul> | <ul style="list-style-type: none"> <li>Give directions/instructions verbally and in simple written format.</li> <li>Work with a partner</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Oral prompting by the teacher</li> <li>Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>Provide clearly stated rubric or written expectations and grading criteria</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study that may include self-directed research</li> <li>Alternative learning activities for challenging experiences</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest-based content</li> <li>Real world experiences</li> <li>Student-driven instruction</li> <li>Guest speakers with expertise in connected field of study</li> <li>Alternative resources that may include more challenging materials</li> </ul> |

|  |                                                                                                                                            |                                                                                                                                                                  |  |
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|  | <p>expectations and grading criteria</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Allow the use of technology to complete assignments</li> <li>• Preferential seating</li> </ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Instructional Unit #2

| Unit Name: The Ultimate Form of Intolerance:Genocide              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Duration of unit: 7 days |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Standards addressed in this unit                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| Standards addressed (NJ Student Learning Standards by Discipline) | Description of Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |
| Content Standards                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| 6.1.12.D.11.d.                                                    | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |
| 6.1.12.A.11.e.                                                    | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |
| Social Studies Skills Table                                       | Spatial Thinking and Critical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |
| Language Arts                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| RL.8.2                                                            | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                                                                                                                                                                                                                                                                                                                                                                                         |                          |
| RI.8.1.                                                           | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                                                                                                                                                                                                   |                          |
| RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                                                                                                                                                                                                                                           |                          |
| RI.8.6.                                                           | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |
| W.8.2.                                                            | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                                                                                                                                                                                                                                                     |                          |
| W.8.10.                                                           | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                                                                                                                                                                                                                                          |                          |
| SL.8.1.                                                           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and |                          |

|         |                                                                                                                                                                                                                                                                                                                                                               |
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|         | <p>define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> |
| SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                          |
| SL.8.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                                                                                                                                                       |
| L.8.1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                                                        |
| L.8.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                                            |
| L.8.3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                                                                                  |
| L.8.6.  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                                                                                                                                                  |

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions. · CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Social-Emotional Learning Competencies (if applicable):**

CASEL: Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

CASEL: Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

CASEL: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

CASEL: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

CASEL: Responsible decision-making: : The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

### **Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

### **Enduring Understanding:**

- The Holocaust and other genocides were able to occur due to the alignment of a variety of factors including preexisting prejudice, propaganda, dehumanization of targetted groups, and the willingness of the general population.
- Examination of the Holocaust and various genocides is essential to prevent future societal atrocities.
- Our choices are shaped by internal and external factors that influence our identity and behavior.

### **1-3 Essential Questions**

- How is genocide and other acts of mass violence possible?
- Why study & analyze the Holocaust & various genocides?
- Why do we make the choices we make? How do our choices impact how we behave?
- What factors shape one's identity?
- How do people make decisions about who belongs & who is excluded?

## **EVIDENCE OF STUDENT LEARNING**

Anticipated number of tests during this unit: 0

Anticipated number of quizzes during this unit: 2

**Additional Performance Tasks:**

| Standards addressed<br>(NJ Student Learning,<br>Technology and 21st<br>Century Life and Career<br>Skills) | Description of activity                                                          | Formative/Summative/<br>Alternative/Benchmark |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------|
| W.8.10, W.8.2, L.8.1-3 &<br>6                                                                             | Written Responses                                                                | Formative                                     |
| SL.8.1, SL.8.2, SL.8.4,<br>SL 8.6                                                                         | Group Discussion                                                                 | Formative                                     |
| Critical Thinking; W.8.10,                                                                                | Analysis of Propaganda Artifacts<br>Extension Activity: Analysis of Nazi Symbols | Summative                                     |

**KNOWLEDGE AND SKILLS**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Knowledge:</b> Students will know...</p> <ul style="list-style-type: none"> <li>• How the Holocaust and other genocides were able to occur.</li> <li>• Warning signs of a dictator.</li> <li>• How propaganda impacts the unconscious thoughts of a population.</li> <li>• The various avenues Hitler utilized to bring about The Final Solution.</li> <li>• Students will understand the relationship among prejudice, propaganda, and dehumanization and genocide.</li> </ul> | <p><b>Skills:</b> Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Share their thoughts about and analysis of text in an appropriate setting (W 8.4-7, SL 8.1, 4-6, L 8.1-3)</li> <li>• Support their analysis with references to explicit and implicit evidence from the text (RL 8.1)</li> <li>• Identify and determine the meaning of unknown words in a text. (L.8.4)</li> <li>• Respond to reading (W.8.10)</li> </ul> |
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**INSTRUCTIONAL PLAN**

| Sequence of Instructional Topics                                                                                                                                                            | Resources for each topic                                                                                                                                                                                                                                                                                     | Suggested Options for Differentiation                                 |
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| Sequence of behaviors/events/strategies that culminate in genocide<br><br>(Historical context, geography, political system, prejudice, stereotyping, discrimination, propaganda, etc.)      | <ul style="list-style-type: none"> <li>Pyramid of Hate</li> <li>Gregory Stanton's 10 Stages of Genocide<br/><a href="https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf">https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf</a></li> </ul> | Different visuals and videos                                          |
| <b>Geographical and Historical Context</b><br>Examination of political party platforms in Germany during the 1930s as an example of dictatorship.                                           | "political platforms" (nonfiction)                                                                                                                                                                                                                                                                           |                                                                       |
| <b>Evidential Analysis of Prejudice, Stereotyping and Discrimination</b><br>Examine the role of bystanders in the execution of The Final Solution; ghettos; death/concentration/labor camps | <p>"An Unexpected Letter" (1 pg) (nonfiction)</p> <p><i>Kristallnacht</i> article (1 pg) (nonfiction)</p> <p>Excerpts "Anne Frank: Diary of a Young Girl" (film)</p> <p>"The Shawl"</p> <p><u>The World Must Know</u></p>                                                                                    | Choice of passage for shared reading; annotation and written response |
| <b>Analyze media/propaganda:</b> Axis Powers, Allied Powers, and connect to external events.<br>Hitler Youth                                                                                | <p>Propaganda posters (various) (nonfiction)</p> <p>Select scenes from film <i>Jojo Rabbit</i></p>                                                                                                                                                                                                           | Choice of propaganda for independent analysis                         |
| <b>Outside Responses to Refugee Crisis:</b><br>St. Louis & the plight of refugees - connection to subsequent legislation<br>Kindertransport: salvation or slave?                            | <p>"Voyage of the St. Louis" (3 pgs) (nonfiction)</p> <p>"Suzy &amp; Leah" (short story) (fiction)</p> <p>Survivor Testimony &amp; USHMM resources</p>                                                                                                                                                       | Choice survivor exploration & mini-presentation                       |

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|                                                                                   | Current event: Students will research a current event about a refugee crisis currently happening around the world. |  |
| <b>Impact</b><br>Memory: survivors guilt, Yad Vashem, righteous among the Nations | selected poems and short stories,<br>UN Genocide definition<br>USHMM resources                                     |  |

| MODIFICATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| English Language Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Special Education/ Students with 504 Plans                                                                                                                                                                                                                                                                                                                                                                  | At-Risk                                                                                                                                                                                                                                                                                                                                                                                        | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Support recommended by the “can do” list outlined by WIDA<br/><a href="https://www.wida.us/standards/CAN_Dos/">https://www.wida.us/standards/CAN_Dos/</a></li> <li>Realia and manipulatives</li> <li>Preview lesson topic</li> <li>Teacher prepared outlines</li> <li>Graphic organizers</li> <li>word banks</li> <li>Adapted (e.g., marginal notes) or highlighted text</li> <li>Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Utilize modifications and accommodations delineated in the student’s IEP/504 Plan</li> <li>Model</li> <li>Work with a partner</li> <li>Provide concrete examples and relate new learning to previously learned material.</li> <li>Solidify and refine concepts through repetition.</li> <li>Provide opportunity to use technology to complete assignments</li> </ul> | <ul style="list-style-type: none"> <li>Give directions/instructions verbally and in simple written format.</li> <li>Work with a partner</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Oral prompting by the teacher</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study that may include self-directed research</li> <li>Alternative learning activities for challenging experiences</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest-based content</li> <li>Real world experiences</li> <li>Student-driven instruction</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Provide video, and audio access for reading selections.</li> </ul> | <ul style="list-style-type: none"> <li>● Utilize assistive learning technology and materials</li> <li>● Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>● Provide clearly stated rubric or written expectations and grading criteria</li> <li>● Extended time</li> <li>● Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>● Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>● Provide clearly stated rubric or written expectations and grading criteria</li> <li>● Extended time</li> <li>● Allow the use of technology to complete assignments</li> <li>● Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>● Guest speakers with expertise in connected field of study</li> <li>● Alternative resources that may include more challenging materials</li> </ul> |
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### Instructional Unit #3

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| <b>Unit Name:</b> Authority & Power | <b>Duration of unit:</b> 12 days |
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| Standards addressed in this unit                                  |                                                                                                                                                                                                                                                                                                                                                     |
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| Standards addressed (NJ Student Learning Standards by Discipline) | Description of Standard                                                                                                                                                                                                                                                                                                                             |
| Content Standards                                                 |                                                                                                                                                                                                                                                                                                                                                     |
| Social Studies Skills Table                                       | Spatial Thinking and Critical Thinking                                                                                                                                                                                                                                                                                                              |
| Language Arts                                                     |                                                                                                                                                                                                                                                                                                                                                     |
| RL.8.2.                                                           | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                                                                                                                                                               |
| RI.8.1.                                                           | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                         |
| RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                 |
| RI.8.6.                                                           | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                                                                                                                                                                                                |
| W.8.2.                                                            | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                           |
| W.8.4.                                                            | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                          |
| W.8.7.                                                            | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                         |
| W.8.8.                                                            | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                         |
| W.8.9.                                                            | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                   |
| W.8.10.                                                           | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                |
| SL.8.1.                                                           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by |

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|         | <p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> |
| SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.                                                                                                                                                                                                                                                                                                                                                        |
| SL.8.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| L.8.1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| L.8.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| L.8.3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| L.8.6.  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                                                                                                                                                                                                                                                                                                                                                                                |

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Social-Emotional Learning Competencies (if applicable):**

CASEL: Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

CASEL: Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

CASEL: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

CASEL: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

CASEL: Responsible decision-making: : The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

### **Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

### **Enduring Understanding:**

- Intolerant individuals and regimes have followed a similar “roadmap” when planning and executing hate crimes and genocides throughout history.

### **1-3 Essential Questions**

- How do prejudice, stereotyping, and discrimination fuel intolerance?
- What acts and actions are the precursors of hate crimes and genocides?

## **EVIDENCE OF STUDENT LEARNING**

Anticipated number of tests during this unit: 1

Anticipated number of quizzes during this unit: \_\_\_\_\_

**Additional Performance Tasks:**

| Standards addressed<br>(NJ Student Learning,<br>Technology and 21st<br>Century Life and Career<br>Skills) | Description of activity | Formative/Summative/<br>Alternative/Benchmark |
|-----------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------|
| RI.8.1, W.8.2., SL.8.1.,<br>WHST.6-8.1,<br>WHST.6-8.7., CRP4.                                             | Inquiry Project         | Summative (choice<br>assignment)              |
| W.8.10, W.8.2, L.8.1-3 &<br>6                                                                             | Written Responses       | Formative                                     |

**KNOWLEDGE AND SKILLS**

**Knowledge:** Students will know...

- How and why their selected genocide came to happen
- The short and long term effects on the political, cultural, and social circles their selected event created/continues to cause
- The conditions that make a dictator's rise to power possible are not unique, and have been utilized many times throughout history causing other incredibly harmful events
- How to identify precursors of such harmful events?

**Skills:** Students will be able to ...

- Share their thoughts about and analysis of text in an appropriate setting (W 8.4-7, SL 8.1, 4-6, L 8.1-3)
- Support their analysis with references to explicit and implicit evidence from the text (RL 8.1)
- Identify and determine the meaning of unknown words in a text. (L.8.4)
- Respond to reading (W.8.10)

**INSTRUCTIONAL PLAN**

| Sequence of Instructional Topics                                          | Resources for each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Options for Differentiation                                                                                                                                |
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| <p>Review types of abusive governments</p> <p>Why does power corrupt?</p> | <ul style="list-style-type: none"> <li>Students will watch a short video and create a Venn Diagram.<br/><a href="https://www.teacherspayteachers.com/Product/Whats-the-difference-between-an-authoritarian-a-dictator-and-fascist-3129307">https://www.teacherspayteachers.com/Product/Whats-the-difference-between-an-authoritarian-a-dictator-and-fascist-3129307</a></li> <li>In groups, students will read the following article and create a Google Slide presentation on what they believe makes power corrupt individuals and groups.<br/><a href="https://www.theatlantic.com/health/archive/2013/07/how-power-corrupts-the-mind/277638/">https://www.theatlantic.com/health/archive/2013/07/how-power-corrupts-the-mind/277638/</a></li> </ul> | <p>Guided notes</p> <p>Modified version of article</p>                                                                                                               |
| <p>How do those in power create the narrative?</p>                        | <ul style="list-style-type: none"> <li>Students will analyze quote by author, Dan Brown:<br/><a href="https://www.goodreads.com/quotes/148791-history-is-always-written-by-the-winners-when-two-cultures">https://www.goodreads.com/quotes/148791-history-is-always-written-by-the-winners-when-two-cultures</a></li> <li><a href="https://www.reuters.com/investigates/special-report/india-modi-culture/">https://www.reuters.com/investigates/special-report/india-modi-culture/</a></li> <li><a href="http://www.tolerance.org/classroom-resources/tolerance-lessons/ingroup-favoritism">www.tolerance.org/classroom-resources/tolerance-lessons/ingroup-favoritism</a></li> </ul>                                                                  |                                                                                                                                                                      |
| <p>Student led Inquiry Project</p>                                        | <ul style="list-style-type: none"> <li><a href="#">Middle School Research LibGuide</a></li> <li>ERIC and EBSCOHost databases</li> <li><a href="http://www.easybib.com">www.easybib.com</a> for citations</li> </ul> <p>Example resources:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Student Choice of topic:</p> <p>Hindu Nationalism in India</p> <p>China's Cultural Revolution</p> <p>Apartheid (South Africa)</p> <p>Native American Genocide</p> |

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|  | <p><a href="http://www.historyplace.com/worldhistory/genocide/stalin.htm">http://www.historyplace.com/worldhistory/genocide/stalin.htm</a></p> <p><a href="https://smartplayer.captionsync.com/play.php?vid=1502743858apetrash_abc94b8ca86c&amp;embed=true">https://smartplayer.captionsync.com/play.php?vid=1502743858apetrash_abc94b8ca86c&amp;embed=true</a></p> <p><a href="http://onemillionbones.squarespace.com/genocide-resources/">http://onemillionbones.squarespace.com/genocide-resources/</a></p> <p>"First They Killed My Father" by Loung Ung (deals with Cambodia. Angelina Jolie made this a movie too)</p> <p>"Never Fall Down" by Patricia McCormack (also Cambodia.)</p> <p>"Between Shades of Gray" by Ruta Sepetys (deals with Stalin and Russia but it's Lithuanians not Ukraine)</p> <p>"Like Water On Stone" by Dan Warath (about the Armenian Genocide)</p> <p><a href="https://www.arcgis.com/apps/MapJournal/index.html?appid=348774c75d8043fc8e68b2682dbcfe25">https://www.arcgis.com/apps/MapJournal/index.html?appid=348774c75d8043fc8e68b2682dbcfe25</a></p> <p><a href="http://endgenocide.org/confronting-genocide-literature-poem-valentina/">http://endgenocide.org/confronting-genocide-literature-poem-valentina/</a> (Could have your students write their own poems after this)</p> <p><a href="https://www.bbc.com/news/world-africa-">https://www.bbc.com/news/world-africa-</a></p> | <p>Armenian Genocide<br/>Genocide in Dafur<br/>The Rwandan Genocide<br/>Ukrainian Genocide<br/>The Cambodian Genocide<br/>Slavery in America</p> <p>List of sample resources in other column</p> |
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|  | 13431486<br><br><a href="https://www.pbs.org/wgbh/pages/frontline/teach/ghosts/">https://www.pbs.org/wgbh/pages/frontline/teach/ghosts/</a> |  |
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| MODIFICATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| English Language Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Special Education/ Students with 504 Plans                                                                                                                                                                                                                                                                                                                                                                                                                               | At-Risk                                                                                                                                                                                                                                                                                                                                                                                        | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Support recommended by the “can do” list outlined by WIDA<br/><a href="https://www.wida.us/standards/CAN_Dos/">https://www.wida.us/standards/CAN_Dos/</a></li> <li>Realia and manipulatives</li> <li>Preview lesson topic</li> <li>Teacher prepared outlines</li> <li>Graphic organizers</li> <li>word banks</li> <li>Adapted (e.g., marginal notes) or highlighted text</li> <li>Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary</li> <li>Provide video, and audio</li> </ul> | <ul style="list-style-type: none"> <li>Utilize modifications and accommodations delineated in the student’s IEP/504 Plan</li> <li>Model</li> <li>Work with a partner</li> <li>Provide concrete examples and relate new learning to previously learned material.</li> <li>Solidify and refine concepts through repetition.</li> <li>Provide opportunity to use technology to complete assignments</li> <li>Utilize assistive learning technology and materials</li> </ul> | <ul style="list-style-type: none"> <li>Give directions/instructions verbally and in simple written format.</li> <li>Work with a partner</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Oral prompting by the teacher</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study that may include self-directed research</li> <li>Alternative learning activities for challenging experiences</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest-based content</li> <li>Real world experiences</li> <li>Student-driven instruction</li> <li>Guest speakers with expertise in connected field of study</li> </ul> |

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| access for reading selections. | <ul style="list-style-type: none"> <li>• Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>• Provide clearly stated rubric or written expectations and grading criteria</li> <li>• Extended time</li> <li>• Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>• Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>• Provide clearly stated rubric or written expectations and grading criteria</li> <li>• Extended time</li> <li>• Allow the use of technology to complete assignments</li> <li>• Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>• Alternative resources that may include more challenging materials</li> </ul> |
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#### Instructional Unit #4

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| <b>Unit Name: Beyond Hate: The Power of the Individual</b> | <b>Duration of unit: 15 days</b> |
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| Standards addressed in this unit                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Standards addressed (NJ Student Learning Standards by Discipline) | Description of Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Content Standards                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Social Studies Skills Table                                       | Spatial Thinking and Critical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Language Arts                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| RL.8.2.                                                           | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| RI.8.1.                                                           | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| RI.8.2.                                                           | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| RI.8.4.                                                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| RI.8.6.                                                           | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| W.8.2.                                                            | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| W.8.10.                                                           | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| SL.8.1.                                                           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<br>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light |

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|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | of the evidence presented.                                                                                                                                                                                                           |
| SL.8.4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.8.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                              |
| L.8.1.  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                               |
| L.8.2.  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                   |
| L.8.3.  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                         |
| L.8.6.  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                         |

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions. · CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Social-Emotional Learning Competencies (if applicable):**

CASEL: Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

CASEL: Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

CASEL: Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

CASEL: Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

CASEL: Responsible decision-making: : The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

**Computer Science and Design Thinking**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**Enduring Understanding:**

- Understanding the stages of hate, and the formula that aggressors follow as their actions move from bias acts to hate crimes allows individuals to recognize warning signs so they can prevent future acts of hate.
- A sense of human interconnection can help to counteract prejudice and intolerance.

**1-3 Essential Questions**

- What constructive qualities can effectively counter intolerance in order to make a difference?

**EVIDENCE OF STUDENT LEARNING**

Anticipated number of tests during this unit:   1  

Anticipated number of quizzes during this unit:   0  

**Additional Performance Tasks:**

| Standards addressed<br>(NJ Student Learning,<br>Technology and 21st<br>Century Life and Career<br>Skills - list number only) | Description of activity                                                                                                                                                                                     | Formative/Summative/<br>Alternative/Benchmark |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| L.8.1., L.8.2, L.8.3,<br>RL.8.2., SL.8.1. , SL.8.4,<br>W.8.2., W.8.10.                                                       | Intolerance in the news/NJ laws webquest<br><br>Parallel Activity between BLM, The Holocaust, & Jim Crow                                                                                                    | Formative                                     |
| L.8.1., L.8.2, L.8.3,<br>RL.8.2., SL.8.1. , SL.8.4,<br>W.8.2., W.8.10.                                                       | New Student Guide Project or Intolerance in the news project and/or<br>DBQ: Famine or Genocide                                                                                                              | Summative                                     |
| L.8.1, L.8.2., L.8.3,<br>W.8.2., W.8.10. 9.2.8.B.7                                                                           | Reflection (Students will also evaluate the impact of online activities and social<br>media on employer decision and other ways that their social media footprint can<br>impact their lives as individuals. | Formative                                     |

**KNOWLEDGE AND SKILLS**

**Knowledge:** Students will know...

- Hate and bias exists everywhere so they are easy to capitalize on.
- How to recognize acts of bias and hate in their earliest stages and ways to take action.
- How the State of NJ identifies and responds to bias crimes and hate crimes.

**Skills:** Students will be able to ...

- Apply their knowledge of The Pyramid of Hate and the 10 Stages of Genocide
- Identify acts and determine their placement within the Pyramid of Hate
- Share their thoughts about and analysis of text in an appropriate setting (W 8.4-7, SL 8.1, 4-6, L 8.1-3)
- Support their analysis with references to explicit and implicit evidence from the text (RL 8.1)
- Respond to reading (W.8.10)

**INSTRUCTIONAL PLAN**

| Sequence of Instructional Topics                                          | Resources for each topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested Options for Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying credible news sources                                         | <ul style="list-style-type: none"> <li>• <a href="https://www.sciencedaily.com/releases/2016/01/160130182059.htm">https://www.sciencedaily.com/releases/2016/01/160130182059.htm</a></li> <li>• <a href="#">Middle School Research LibGuide</a></li> <li>• <a href="http://www.easybib.com">www.easybib.com</a> for citations</li> </ul>                                                                                                                                                                                               | Student choice of news article                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Taking action for social justice                                          | <ul style="list-style-type: none"> <li>• <a href="https://www.tolerance.org/classroom-resources/tolerance-lessons/a-time-to-speak-a-speech-by-charles-morgan">https://www.tolerance.org/classroom-resources/tolerance-lessons/a-time-to-speak-a-speech-by-charles-morgan</a></li> <li>• <a href="https://www.tolerance.org/classroom-resources/tolerance-lessons/what-responsibilities-accompany-our-rights">https://www.tolerance.org/classroom-resources/tolerance-lessons/what-responsibilities-accompany-our-rights</a></li> </ul> | Students explore newspaper articles, and other reactions of average and "respectable" civilians in the south to public lynchings, etc. and use this to draw parallels between culturally fostered apathy towards other examples of injustice. The purpose is to better aid students in answering the challenging question of "who could this happen" which requires a complex answer regardless of whether they are learning about genocide, the BLM movement, or more broadly, racism, sexism, etc. |
| Bias v. Hate Crimes in NJ                                                 | <ul style="list-style-type: none"> <li>• State legislation webquest</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Reflection Writing Skills                                                 | <ul style="list-style-type: none"> <li>• Students will write a short personal narrative after reading about the experience of a young Bangladeshi girl in New York City<br/><a href="https://www.tolerance.org/classroom-resources/tolerance-lessons/examining-identity-and-assimilation">https://www.tolerance.org/classroom-resources/tolerance-lessons/examining-identity-and-assimilation</a></li> </ul>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Culminating Project: New Student Guide or Intolerance in the News Project | <p>Discussion of what it means to be "interconnected"</p> <p><a href="https://docs.google.com/presentation/d/1lg16lvTihylMkds41oUrQsoKGvVBvmVdoqabqzNYbBE/edit?usp=sharing">https://docs.google.com/presentation/d/1lg16lvTihylMkds41oUrQsoKGvVBvmVdoqabqzNYbBE/edit?usp=sharing</a></p> <p>Students will read a document set to</p>                                                                                                                                                                                                   | Students may work in small groups to complete projects. Students have choice in which final project they want to complete.                                                                                                                                                                                                                                                                                                                                                                           |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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|  | <p>analyze a historical example of interconnection among cultures<br/> <a href="https://www.summitlearning.org/docs/84173">https://www.summitlearning.org/docs/84173</a></p> <p>Students will complete graphic organizer after reading<br/> <a href="https://www.summitlearning.org/docs/79414">https://www.summitlearning.org/docs/79414</a></p> <p>Project organization sheets:<br/> <a href="https://www.summitlearning.org/docs/79428">https://www.summitlearning.org/docs/79428</a></p> |  |
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| MODIFICATIONS                                                                                                                                                                                                                                                                |                                                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suggested Modifications for English Language Learners, Special Education, Students At-risk of Failure and Gifted Students                                                                                                                                                    |                                                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                               |
| English Language Learners                                                                                                                                                                                                                                                    | Special Education/ Students with 504 Plans                                                                                                                                      | At-Risk                                                                                                                                                                                                  | Gifted and Talented                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Support recommended by the “can do” list outlined by WIDA<br/> <a href="https://www.wida.us/standards/CAN_Dos/">https://www.wida.us/standards/CAN_Dos/</a></li> <li>Realia and manipulatives</li> <li>Preview lesson topic</li> </ul> | <ul style="list-style-type: none"> <li>Utilize modifications and accommodations delineated in the student’s IEP/504 Plan</li> <li>Model</li> <li>Work with a partner</li> </ul> | <ul style="list-style-type: none"> <li>Give directions/instructions verbally and in simple written format.</li> <li>Work with a partner</li> <li>Teachers may modify instructions by modeling</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study that may include self-directed research</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Teacher prepared outlines</li> <li>• Graphic organizers</li> <li>• word banks</li> <li>• Adapted (e.g., marginal notes) or highlighted text</li> <li>• Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary</li> <li>• Provide video, and audio access for reading selections.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide concrete examples and relate new learning to previously learned material.</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Provide opportunity to use technology to complete assignments</li> <li>• Utilize assistive learning technology and materials</li> <li>• Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>• Provide clearly stated rubric or written expectations and grading criteria</li> <li>• Extended time</li> <li>• Preferential seating</li> </ul> | <p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompting by the teacher</li> <li>• Provide benchmarks for larger assignments with check-ins by the teacher</li> <li>• Provide clearly stated rubric or written expectations and grading criteria</li> <li>• Extended time</li> <li>• Allow the use of technology to complete assignments</li> <li>• Preferential seating</li> </ul> | <ul style="list-style-type: none"> <li>• Alternative learning activities for challenging experiences</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest-based content</li> <li>• Real world experiences</li> <li>• Student-driven instruction</li> <li>• Guest speakers with expertise in connected field of study</li> <li>• Alternative resources that may include more challenging materials</li> </ul> |
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### Instructional Resources, Evaluation and Grading

#### Required Instructional Resources

Textbook: n/a

Supplemental Readings: assorted articles (listed within units)

## Supplemental Materials: “Diary of a Young Girl”

### Evaluation and Grading:

- Grading will be done utilizing total points. Summative assessments will be worth more than formative assessments.
- **District-wide assessments:** MAP Administered tri-annually

[NJ Student Learning Standards](#)

[NJ Technology Standards](#)

[NJ 21st Century Life and Careers Standards](#)

### Sequence of Topics

Marking Periods 1 - 4

| Day # | 1                                     | 2                                     | 3                                  | 4                                  | 5                          | 6                                  | 7                                  | 8                                  | 9                                 | 10 |
|-------|---------------------------------------|---------------------------------------|------------------------------------|------------------------------------|----------------------------|------------------------------------|------------------------------------|------------------------------------|-----------------------------------|----|
| Topic | Unit #1:<br>Human<br>Nature           | Unit #1:<br>Human<br>Nature           | Unit #1:<br>Human<br>Nature        | Unit #1:<br>Human<br>Nature        |                            | Unit #1:<br>Human<br>Nature        | Unit #:<br>Human<br>Nature         | Unit<br>#1:Human<br>Nature         | Unit #1:<br>Human<br>Nature       |    |
| Day # | 11                                    | 12                                    | 13                                 | 14                                 | 15                         | 16                                 | 17                                 | 18                                 | 19                                | 20 |
| Topic | Unit<br>#1:Human<br>Nature            | Unit #2:<br>Genocides                 | Unit #2:<br>Genocides              | Unit #2:<br>Genocides              |                            | Unit #2:<br>Genocides              | Unit #2:<br>Genocides              | Unit #2:<br>Genocides              | Unit #2:<br>Genocides             |    |
| Day # | 21                                    | 22                                    | 23                                 | 24                                 | 25                         | 26                                 | 27                                 | 28                                 | 29                                | 30 |
| Topic | Unit #3:<br>Authority<br>and Power    | Unit #3:<br>Authority<br>and Power    | Unit #3:<br>Authority<br>and Power | Unit #3:<br>Authority<br>and Power |                            | Unit #3:<br>Authority<br>and Power | Unit #3:<br>Authority<br>and Power | Unit #3:<br>Authority<br>and Power | Unit#3:Au<br>thority and<br>Power |    |
| Day # | 31                                    | 32                                    | 33                                 | 34                                 | 35                         | 36                                 | 37                                 | 38                                 | 39                                | 40 |
| Topic | Unit<br>#3:Author<br>ity and<br>Power | Unit<br>#3:Author<br>ity and<br>Power | Unit #4:<br>Beyond<br>Hate         | Unit #4:<br>Beyond<br>Hate         | Unit #4:<br>Beyond<br>Hate | Unit #4:<br>Beyond<br>Hate         | Unit #4:<br>Beyond<br>Hate         | Unit #4:<br>Beyond<br>Hate         | Unit #4:<br>Beyond<br>Hate        |    |

| Day # | 41                         | 42                         | 43                         | 44                         | 45                         |  |
|-------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| Topic | Unit #4:<br>Beyond<br>Hate | Unit #4:<br>Beyond<br>Hate | Unit #4:<br>Beyond<br>Hate | Unit #4:<br>Beyond<br>Hate | Unit #4:<br>Beyond<br>Hate |  |

|                                                                           |                 |              |          |
|---------------------------------------------------------------------------|-----------------|--------------|----------|
| <b>Submitted by:</b>                                                      | Marissa Crimoli | <b>Date:</b> | 8/1/2020 |
| <b>Supervisor</b>                                                         | Alicia Farese   | <b>Date:</b> | 8/1/2020 |
| <b>Board of Education Curriculum &amp; Instruction Committee Approval</b> |                 | <b>Date:</b> | 08/21/19 |
| <b>Board of Education Approval</b>                                        |                 | <b>Date:</b> | 08/28/19 |
| <b>Standards Revised and Approved</b>                                     |                 | <b>Date</b>  | 1/2023   |