

ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade Level Cluster 6-8 Unit Overview	
Content Area: English as a Second Language	
Unit Title: Holocaust Unit: “The Impact of World Conflict on Human Interaction”	Program Design: Class period by grade level (grade 8) - 90 minutes per day
Target Proficiency Levels: Level 1 Entering to Level 5 Bridging www.wida.us/standards/perfdefs.pdf	
<p>Unit Summary: In this unit, Holocaust Studies: “The Impact of World Conflict on Human Interaction”, students will understand, synthesize, analyze and evaluate the events related to World War II and the Holocaust. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about the Holocaust.</p> <p>Unit Rationale: Developing an awareness of historical events and their impact on natural resources, social interactions, emigration, and technology require that one is able to convey ideas effectively using the English language. Students will have an opportunity to use an authentic series of historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia. In addition, the <i>Managing for Equality and Equity in Education</i> code (N.J.A.C. 6A:7) requires that districts address Holocaust studies. http://www.state.nj.us/education/code/current/title6a/chap7.pdf</p> <p>Interdisciplinary Connections: Language Arts, Social Studies, 21st Century Themes: Global Awareness, Civic Literacy</p>	
Learning Targets	
WIDA Standards	English Language Proficiency Standards
ELP Standard 1	English Language Learners (ELLs) communicate for Social and Instructional purposes within the school setting.
ELP Standard 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .
ELP Standard 5	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing.
2010 Common Core Standards	English Language Arts
Reading	<p style="color: #a52a2a;">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.</p> <p style="color: #a52a2a;">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.</p>

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	<p>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.</p>
Writing	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Speaking & Listening	<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.</p>
Language	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>
2009 NJ CCCS Social Studies	<p>Standard 6.1: U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Standard 6.2: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
Literacy in History/Social Studies	<p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>

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WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Related Cultural Content Statements:

- The amount of familiarity with events related to the Holocaust, and the events leading up to World War II, varies among cultures.
- The impact of major social and political events can be observed across cultures.
- Online resources, including authentic historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia, can provide a broad range of information on global, national, local, cultural, and personal perspectives relating to the events leading up to World War II.

Unit Essential Question

- What language do students need in order to demonstrate comprehension and engage in an examination of the impact of world conflict on society and human interaction, such as occurred during the Holocaust and World War II?

Unit Enduring Understandings

- Listening, speaking, reading and writing about the Holocaust and World War II require specific academic language.
- Knowledge of key strategies aid in understanding of language, with regard to social, as well as content-related topics.
- The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.

Evidence of Learning

Summative Assessment:

Students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events, diary entries, details of their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and a persuasive letter.

Equipment needed: Computer, Internet resources, and LCD projector,

Teacher Resources: Graphic organizers for comparison/contrasts, timelines, pro/con assessment, grids for charting of rates of survival.

Unit Learning Targets:

Through learning activities and experiences related to the Holocaust and events leading up to World War II, students will:

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or

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writing;

- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of persuasion, summarizing, retelling, comparing/contrasting, expressing cause/effect, description, and drawing conclusions, when reading, writing, speaking, and listening;

About the Development of Holocaust Studies Unit: “The Impact of World Conflict on Human Interaction”

The development of this unit was inspired by a series of letters published in an article by the New York Times in April of 1997, under the title, *'Dear Cousin Julius, We Trust on Our God and on You...'*

The contents of these letters provide an opportunity for students to examine the human impact of the events leading up to World War II. These letters provide a personal glimpse into the experiences of those trapped as refugees inside Nazi Germany during this time. They spur engaging questions about the culture, politics, laws, and international issues of the era. As students delve further into the study of this topic, they better understand the personal and global impact of the events.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson Plans

Lesson	Timeframe
Lesson 1 Building Background: Timeline of Events	2-3 days
Lesson 2 Writing to Dear Cousin Julius	4-5 days
Lesson 3 Persuading Senator Holt	3-4 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Each lesson includes details of essential language function, complexity, and control, with specific vocabulary that is critical to the content mastery. The content and related learning activities serve as the vehicle to achieve the language proficiency desired.

Curriculum Development Resources: *Click the links below to access additional resources.*

WIDA English Language Proficiency Standards, Grades 6-12

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<http://www.wida.us>

NJCCCS And Common Core Standards www.13.state.nj.us/njcccs/

The Holocaust, hosted by the Jewish Virtual Library

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

Curriculum Resources, hosted by NJDOE Commission on Holocaust Education

<http://www.state.nj.us/education/holocaust/curriculum/>

The Nuremberg Laws

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlawtoc.html>

Timeline spanning from World War I through World War II, hosted by PBS

<http://www.pbs.org/greatwar/timeline/index.html>

NJDOE Commission on Holocaust Education, Pamphlet for Teachers on Responding to Students' Questions about the Holocaust

<http://www.nj.gov/education/holocaust/resources/>

<http://www.holocaustresearchproject.org/toc.html>

Resource site hosted by, Holocaust Education & Archive Research Team