

Common Core Catholic Identity Initiative

ELA Unit Plan Template

ELA UNIT PLAN	
Title/Theme	Inhumanity of the Holocaust and America's indifference
Grade/Subject	8 - ELA
Length of Unit/Timeframe	5 - 6 weeks
Description	<i>During this unit students will explore the inhumanity/ persecution suffered by the Jews during the Holocaust and the indifference displayed by America in spite of news reporting.</i>
Overview	<i>Student read Elie Wiesel's memoir, fiction and informational texts, parables and Catholic Church documents on peace and the Holocaust; compare and contrast points in these document &, different translations of the novel. Students will write narrative, opinion, and informational pieces. The culminating activity will be their proposal of how to stop indifference to the inhumanities displayed to people of different religions or cultures and a visit to the United States Holocaust Museum in Washington DC.</i>
THE BIG PICTURE	
<p>Essential Question: Overall: <i>Is it our differences or our similarities that matter the most?</i> Anchor specific: <i>What are the key elements of anti-Semitism that led to the genocide of millions of Jews? What are the perils of indifference to tragic events?</i></p>	
<p>Catholic Identity Elements: Prodigal Son: Luke 15:11-32; The Lost Sheep Matthew 28:12-14, Luke 15: 4-7, Leviticus 16: 2- -22</p> <p>The Challenge of Peace: God's Promise to our Response, a Pastoral Letter on War and Peace; National Conference of Catholic Bishops, May 3, 1983.</p> <p>Joint Statement on Dealing with Holocaust Revisionism by delegates of the Synagogue Council of America and the National Conference of Catholic Bishops, March 14, 1994.</p> <p>Catholic Teaching on the Shoah, Implementing the Holy Sees We Remember</p>	
<p>Common Core Standards: Reading Standards for Literature Key Ideas and Details 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Reading Standards for Informational Texts</p>	<p>Key Objectives Linked to the Standards: Students will be able to:</p> <ol style="list-style-type: none"> Identify the passages in the book that explains the author's point of view, character development, and themes. RL 8.1, 8.2; RI 8.1, 8.2 Track and cite specific examples of themes as it relates to the development of Elie Wiesel as a person. Assess and draw conclusions of character's motivations, circumstances and interactions with others to understand the actions of Elie Wiesel and his father. Explain the author's deeper meaning with the use of Biblical allusions and reference to "night". Examine the similarities and differences between two autobiographical accounts of stereotyping / racism between <i>Night</i> and <i>Black Boy</i>. Examine and explain the irony used by Elie Wiesel regarding the Jews circumstances and the irony used in political cartoons regarding the Jews.

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<p>Key Ideas and Details</p> <ol style="list-style-type: none">1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.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.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <p>Craft and Structure</p> <ol style="list-style-type: none">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.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.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>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none">8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <p>Writing Standards</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none">1. Write arguments to support claims with clear reasons and relevant evidence.<ol style="list-style-type: none">a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from	
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- and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

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.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards Comprehension and Collaboration

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.
- 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.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Language Standards</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p style="padding-left: 20px;">b. Use an ellipsis to indicate an omission.</p> <p style="padding-left: 20px;">c. Spell correctly.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Vocabulary Acquisition and Use</p> <p>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 style="padding-left: 20px;">a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p style="padding-left: 20px;">c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p style="padding-left: 20px;">d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> 1. Interpret figures of speech (e.g. verbal irony, puns) in context. 2. Use the relationship between particular words to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>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>	
<p>Summative Assessment(s): 1. Students write opinion piece of what it must feel like to be labeled unfairly: How do you feel when you hear adults say that all adolescents are irresponsible, unintelligent, lazy, disrespectful, and uncaring?</p> <p>2. Write a character bio poem for each of the three characters studied in section 1:</p>	

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UNIT READINGS AND VOCABULARY	
Anchor Text and Author	<i>Night</i> by Elie Wiesel
Fiction Text (s)	<p>Scapegoats: <i>The Scapegoating of Jews</i> by Amil Imani</p> <p>Survival: <i>Man’s Search for Meaning</i> by Victor Frankl</p> <p>Peace and Reconciliation “Light One Candle”: words and music Peter Yarrow</p>
Non-Fiction Text (s)	<p>Related Texts: Compare book covers: <i>Night</i> by Elie Wiesel 1960 <i>Night</i> by Elie Wiesel 2006 translation</p> <p>Stereotyping / Prejudice: excerpt from <i>Black Boy</i> by Richard Wright, New York: Harper & Row Publishers, 1975, pgs. 205 – 212.</p> <p>Genocide and Holocaust: Fifty Years After the Destruction, 1939 – 1989, Elie Wiesel. Days of Remembrance, U.S. Holocaust Memorial Council 1989.</p> <p>Historical Account / sketch of Holocaust at time:</p> <p>Newspaper: Reporting of atrocities against Jews & denials: “Nazis Smash, Loot and Burn Jewish shops and Temples until Goebbels calls Halt”, <u>New York Times</u>, Friday, Nov. 11, 1938; “Cuba orders Liner and Refugees to go”, June 2, 1939; “The First to Suffer”, December 2, 1942; “11 Allies Condemn Nazi War on Jews”, December 18, 1942. “Hitler Opens War - Bombs Polish Cities”, <u>Baltimore News – Post</u>, September 1, 1939. “Ghetto Jews Killed in Battle with Nazis”, <u>The Jewish News</u>, Detroit, Michigan; December 11, 1942. “Nazis to Grab Jews’ Riches”, <u>San Francisco Chronicle</u>, Thursday, April 28, 1938. “Nazi Boycott Against Jews Observed in Holiday Style”, <u>The Dallas Morning Star</u>, April 2, 1938. “Hysterical Nazis Wreck thousands of Jewish Shops, Burn Synagogues in Wild Orgy of Looting and Terror”, <u>The Dallas Morning News</u>, November 11, 1938.</p> <p>Speeches: “The Perils of Indifference”, by Elie Wiesel. Delivered at the Seventh White House Millennium Evening, Washington DC, 12 April 1999.</p> <p>Propaganda: <i>Truth and Lies in Wartime</i> by Tony Husband</p> <p>U. S. National Holocaust Museum, Washington DC or Jewishvirtuallibrary.org</p>

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	<p>Racism: ushnm.org, Museum Resources, Holocaust Encyclopedia Resources</p>
<p>Essential Unit Vocabulary</p>	<p>Jewish Terms: Hasidic synagogue, Exile of Providence, Cabbala (Kabbala), Talmud, Temple Zohar, Zionism, Anti-Semitic, Passover, Pentecost, Phylacteries, Rabbi, Kaddish, Angle of Death, Hebrew, Palestine, Jordan, Jerusalem, Rosh Hashanah, Yom Kippur – Day of Atonement</p> <p>Night novel terms: waiflike, mysticism, deportee, fascist, ghetto, hermetically pious, abyss, sage, Kapo, harangue, gallows, emaciated, crucible, benediction, automaton, inert, dregs, cauldron,</p>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity <input type="checkbox"/> Reading RL / RI 1,2,3,4,5,6,7,8,9 <input type="checkbox"/> Writing 1,2,3,4,6,7,8,9 <input type="checkbox"/> Speaking/Listening 1,2,3	<input type="checkbox"/> Language 1,2,3 <input type="checkbox"/> Vocabulary 4, 5,6 <input type="checkbox"/> Viewing <input type="checkbox"/> Critical Thinking

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Week 1: Introduce terms prejudice, stereotyping, racism, anti-Semitism, scapegoate, genocide, Holocaust; setting, covers of novel editions.

1. Write the word prejudice on the board. What types of prejudice do they know about? What have they experienced or witnessed, or read / learned about? What made them circumstances of prejudice? After discussion, define prejudice, using words class developed: Needs to mean – An attitude of closed-mindedness, which allows a person to prejudge another negatively without any knowledge of that person. Prejudice is frequently based on emotion, not on reason or fact. It is the hatred one feels towards another person for no concrete reason.
2. What is a stereotype? Have class in small groups define stereotype, give three examples of stereotypes in school or city/ county, give five characteristics of the assigned stereotype, and define whether the characteristics of the stereotype are appropriate for all members of that label. Explain why or why not. Students will discuss their findings and examine their own experiences and participation in prejudice/ stereotypes.
3. Students write opinion piece of what it must feel like to be labeled unfairly: How do you feel when you hear adults say that all adolescents are irresponsible, unintelligent, lazy, disrespectful, and uncaring? How do you feel when people limit their perspective of you because they have stereotyped or prejudged you? How does your attitude begin to be affected? With assignment introduce / review opinion writing guidelines, (include use of persuasive words, convincing phrases).
4. Distribute handout of passage from **Black Boy** by Richard Wright. Have students look for examples of stereotyping and prejudice, & examples of respect and fairness. Highlight examples in article. In groups, have students answer the following questions of the passage and share w/ class:
 - a. What were the limitations placed on Richard Wright by the prejudice of Pease and Reynolds? B. What were his feelings experienced during the ordeal? C. What tactics were used to defend against or destroy prejudice? D. How did Mr. Crane's attitude differ from the attitude of Pease and Reynolds? E. Why do you think his attitude was different?
5. Discuss prejudice after class discussion: Emphasize that prejudice is learned, usually acquired from our early years, and continues to develop. Often children do not realize their point of view is prejudicial because it mirrors that of their parents, friends, and community. Have you heard friends yell racial insults to others and not know what they really mean? Have you heard peers joke about ethnic groups even though they do not have any friendships with people of those nationalities? How do we stop this kind of prejudice?
6. Write racism on the board. Explain that when stereotyping and prejudice reach the level of hatred and violence as shown to Richard Wright by Pease and Reynolds in **Black Boy** it is called racism. Define racism: the hatred of all people of a particular race or ethnic group because of the stereotyped characteristics associated with that race or group. An extreme / violent racism disregards the qualities of the members of the group.
7. Read Leviticus 16: 20 -22. What does this passage say about scapegoats? In pairs, define scapegoat: a person or group who is unjustly blamed for the general problems affecting their society. The act of blaming this innocent group is called scape-goating. The scapegoat becomes the target of hatred and violence.
8. Write genocide on the board. In pairs students look up etymology of word: word coined after WWII. Look at Greek root *genos* (race, nation, or tribe), Latin suffix, *-cide* (killing). What would the word's meaning come to mean after WWII? (total annihilation of a race or ethnic group). When scapegoating of a race or ethnic group is taken to an extreme degree, genocide can occur.
9. Write the word Holocaust on the board. Have the students in pairs define the word.
10. Read "Fifty Years After the Eve of Destruction, 1939 – 1989", by Elie Wiesel. What is Wiesel's key message regarding the United States and the Holocaust? In groups, review the newspaper articles from: **Reporting of atrocities against Jews & denials:** "Nazis Smash, Loot and Burn Jewish shops and Temples until Goebbels calls Halt", *New York Times*, Friday, Nov. 11, 1938; "Cuba orders Liner and Refugees to go", June 2, 1939; "The First to Suffer", December 2, 1942; "11 Allies Condemn Nazi War on Jews", December 18, 1942. "Hitler Opens War - Bombs Polish Cities", *Baltimore News – Post*, September 1, 1939. "Ghetto Jews Killed in Battle with Nazis", *The Jewish News*, Detroit, Michigan; December 11, 1942. "Nazis to Grab Jews' Riches", *San Francisco Chronicle*, Thursday, April 28, 1938. "Nazi Boycott Against Jews Observed in Holiday Style", *The Dallas Morning Star*, April 2, 1938. "Hysterical Nazis Wreck thousands of Jewish Shops, Burn Synagogues in Wild Orgy of Looting and Terror", *The Dallas Morning News*, November 11, 1938. Using the compare/ contrast hat organizer; determine how these articles are similar or different from the message in Elie Wiesel's speech. Watch segments of video *Great Souls, Elie Wiesel, Voice of Remembrance*; narrated by David Aikman; AIM International Television Production.
11. Download map of Eastern Europe in 1938 – 1945 that shows Transylvania and Eastern Europe today. Have students locate the Concentration Camps on the map and Sighet, Transylvania. Compare where Poland and modern European countries are compared today vs. in 1938. Review the setting of the story.
12. Show the students the different covers of the novel *Night* from the 1960 & 2004 published versions. Discuss why the cover versions may be different. How are they similar? What impressions do each cover leave the reader with? What specific colors are used on the front cover of the novel? How is the choice of colors an important clue to the overall tone of the novel? What objects are depicted on the cover? What do the following words symbolize: black & barbed wire? What images come to mind when you read the word NIGHT? Why is the image of the person distorted (not clear) to the reader? Look at the back cover. What might be the importance of the three hanging men?
13. Read Preface and Foreword together in class. Discuss impressions of novel and what to expect. How many years passed before Elie Wiesel wrote the novel, when was it first published in the United States?
14. Discuss the themes in the novel the students will look for when reading the novel: Father / son relationship; Man's inhumanity to man; Elie's Wiesel's difficulty maintaining his faith. Students to mark / highlight these themes in their books.

Week 2: Discussion of Sections 1 & 2 of novel; Figurative Language, plot conflict, characterization.

15. Students take notes as they discuss in groups the questions for Sections 1 & 2. Share answers with class.
16. Introduce / refresh memory on Figurative Language similes, metaphors, and allusions. As a class review w/ information from: *Figurative Language Terms Review and Practice: Navigational Novel Guide by Teacher's Discovery, 2009.*
Figuratively Speaking, using classic literature to teach 40 Literary Terms by Delana Heidrich; The Learning Works, 2004.

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Figurative Language:

Figurative Language Terms Review and Practice: Navigational Novel Guide by Teacher's Discovery, 2009.

Figuratively Speaking, using classic literature to teach 40 Literary Terms by Delana Heidrich; The Learning Works, 2004.

Writing:

What's Your Opinion? Richard G. Cote & Darcy O. Blauvelt. Prufrock Press Inc., 2011.

Video(s):

Elie Wiesel Goes Home, narrated by William Hurt; film by Judit Elik, 2002.

Great Souls, Elie Wiesel, Voice of Remembrance; narrated by David Aikman; AIM International Television Production.

We must learn from the past... Auschwitz: If you Cried, you Died. Moore Foundation, 2007.

Paper Clips, The Johnson Group; 2007.

Confronting the Holocaust, American Responses. National Days of Remembrance, April 27 – May 4, 2014. United States Holocaust Museum.

Choosing to Act, Stories of Rescue. National Days of Remembrance April 15-22, 2012.

Websites:

<http://remember.org>

<http://www.ushmm.org>

Novel Studies:

Night Curriculum Unit, Donald R. Hogue, The Center for Learning, 1993.

Night Elie Wiesel, Teacher Guide, Gloria Levine, 2004.

Cross Curricular Link(s)

Map of Concentration Camps – Social Studies

Map of Europe – 1941 (Transylvania/ Poland) – Social Studies (# of Jews killed by country during the Holocaust

Art: comparison of covers of 1960 & 2006 translations

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ELA UNIT PLAN	
Title/Theme	
Grade/Subject	
Length of Unit/Timeframe	<i>Between 3-9 weeks.</i>
Description	<i>One sentence about the content.</i>
Overview	<i>One paragraph about the learning students will do in the unit.</i>
THE BIG PICTURE	
Essential Question: <i>Formulate a question that provides focus for learning and leads students to make deeper sense and meaning of the significant content in the unit. Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence... Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers”.</i>	
Catholic Identity Elements: <i>Indicate Catholic values, teachings, references, etc. that will be integrated into the unit.</i>	
Common Core Standards – <i>Include standards for reading, writing, language, speaking and listening.</i>	Key Objectives Linked to the Standards – <i>Use stem: Students will be able to... (active voice verb). Include Catholic identity integration, as appropriate.</i>
Summative Assessment(s): <i>Describe the product(s)/ performance(s) by which students will show they have achieved the objectives linked to the standards.</i>	
UNIT READINGS AND VOCABULARY	
Anchor Text and Author	
Fiction Text (s)	<i>Consider recommended balance of fiction and non-fiction; consider text complexity.</i>
Non-Fiction Text (s)	<i>Consider recommended balance of fiction and non-fiction; consider text complexity.</i>
Essential Unit Vocabulary	<i>Three levels of vocabulary; Include vocabulary associated with Catholic identity.</i>
INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking/Listening	<input type="checkbox"/> Language <input type="checkbox"/> Vocabulary <input type="checkbox"/> Viewing <input type="checkbox"/> Critical Thinking
<ul style="list-style-type: none"> ▪ <i>A numbered list of instructional activities which should be in the intended order of the lessons.</i> ▪ <i>Note the number of the objective after each instructional activity.</i> ▪ <i>These activities may be also be considered for formative assessment purposes; the list of activities should include the summative assessments.</i> ▪ <i>Some of the activities should include a Catholic identity component.</i> ▪ <i>Teachers should consider how to group students for most effective learning.</i> 	
Instructional Resources	
<i>List all the instructional resources (materials and technology) to be used in the unit; do not re-list fiction and non-fiction texts identified above.</i>	
Cross Curricular Link(s)	
<i>List all the cross curricular links made within the unit and to extend the unit with Religion, Math, Science and Health, History-Social Studies, Fine and Performing Arts, Other.</i>	

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