Unit 1: Inside the Nightmare

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL 10, Unit 1

INSIDE THE NIGHTMARE

Belleville Board of Education

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Unit Overview

In Unit 1, Inside the Nightmare, students will deepen their understanding of petrifying literature by reading, writing, speaking, presenting, and listening. The titles included in this unit provide students with another perspective on topics of nightmares and the allure of fear, touching upon many of the ideas found within the unit selections. In the unit, student will interpret the various elements of literature, analyze character behavior, respond to literature through written responses and class discussions, and demonstrate the ability to think critically and problem solve.

Enduring Understanding

Enduring understandings:

- Students will engage in discussions about reacting to horror movies.
- What have the students learned from their own experiences when scared by films, televisions,shows and books.
- Complete surveys and polls about what scares people.
- Discuss Trade Books (The Haunting of Hill House and The Invisible Man)
- Lifetime understanding of how transformation can scare us.
- Readers develop a deeper understanding through reflection of text.

Essential Questions

Essential Questions are:

- What is the allure of fear?
- What happens when people let their imagination run away with them?
- What does the phrase "inside a nightmare" suggest?

Exit Skills

By the end of Grade 10, ESL Unit 1, the student should be able to:

- Evaluate written narratives
- Continue to acquire knowledge and use of academic and concept vocabulary
- Write an explanatory essay
- Conduct research projects that explore topic and clarity
- Use figurative language connotation and denotation
- Collaborate with a team building on ideas and developing consensus
- Integrate audio, visuals and text into presentations.

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

- Social Studies "Gothic" research
- Social Studies Argentina during WWII
- Art Gothic influences in images "William Blake"
- Art photography

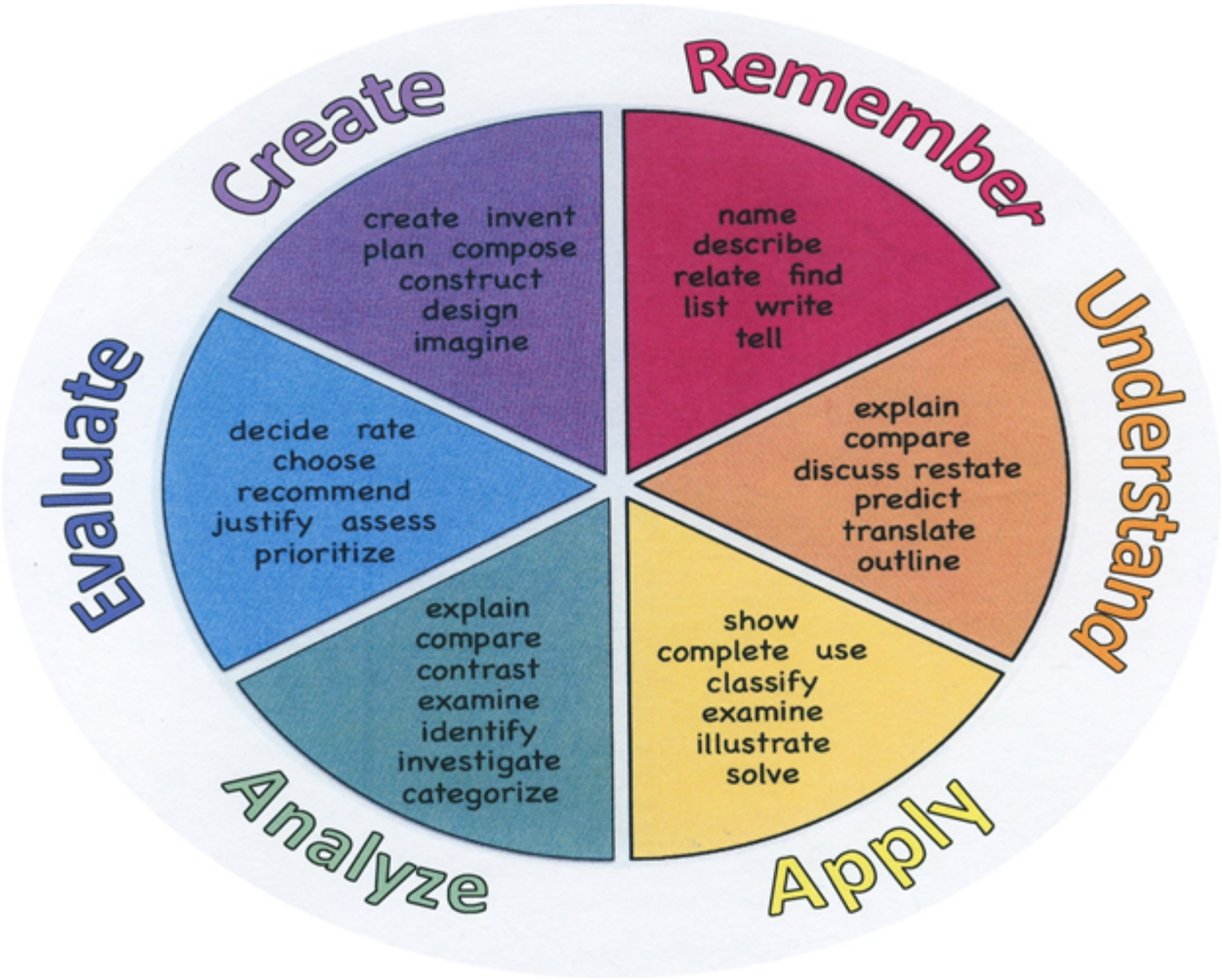
- Art images "Raven"

SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

Learning Objectives

- Analyze Mood
- Analyze details
- Identify words that relate to physical actions and behavior
- Compare and contrast words that suggest extremes
- Categorize examples of repeated words
- Analyze details of the setting
- Analyze diction
- Interpret graphics
- Analyze characterization, simile, character development, setting, foreshadowing, and conflict
- Infer and describe motivation
- Conclude author's purpose
- Write an explanatory text
- Analyze Personification, rhyme scheme, characterization, imagery and point of view

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Example: Students will read in groups and answer thematic questions for the passage. The groups will then share their work with the rest of the class and a whole group discussion will take place in response to the presentation.

Student Centered Learning: Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

Use of Rubrics: After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the

assignment. This allows the students to have a say in how they will be graded as well as accountability for the assignment.

Starting classes with a "Do Now" activity: Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

Allowing students to choose their own projects: Having a variety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

Brainstorming: This helps in the writing process because it will allow the student to know if they are grasping the topic., allowing for language development to continue to expand.

Assessment Evidence - Checking for Understanding (CFU)

Example: The students will take a multiple choice test on Pearson that provides higher order thinking questions on "Rules of a Game" from Joy Luck Club by Amy Tan.

On Pearson Online Portal:

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

Department Made:

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

Teacher Made:

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Whole Class Learning:

- Textbook: myPerspectives
- Anchor Text (Short Story):The Fall of the House of Usher by Edgar Allan Poe
- Anchor Text (Short Story):House Taken Over by Julio Cortázar
- Media (Informational Graphic): from How to Tell You're Reading a Gothic Novel— In Pictures by Adam Frost and Zhenia Vasiliev

Small Group Learning:

- (Short Story): Where is here?
- (Media Photo Gallery) from The Dream Collector by Arthur Tress
- (Interview) Why do some brains enjoy fear? Allegra Ringo
- (Poetry collection) Beware: do not read this poem Ishmael Reed, The Raven by Edgar Allen Poe, Windigo by Louise Erdrich

Independent Learning

- How Maurice Sendak's "Wild Things" Moved Children's Books Toward Realism by Gloria Goodale
- Sleep Paralysis: A Waking Nightmare
- The Feather Pillow by Horacio Quiroga, translated by Margaret Sayers Peden
- Stone Age Man's Terrors Still Stalk Modern Nightmares by Robin McKie

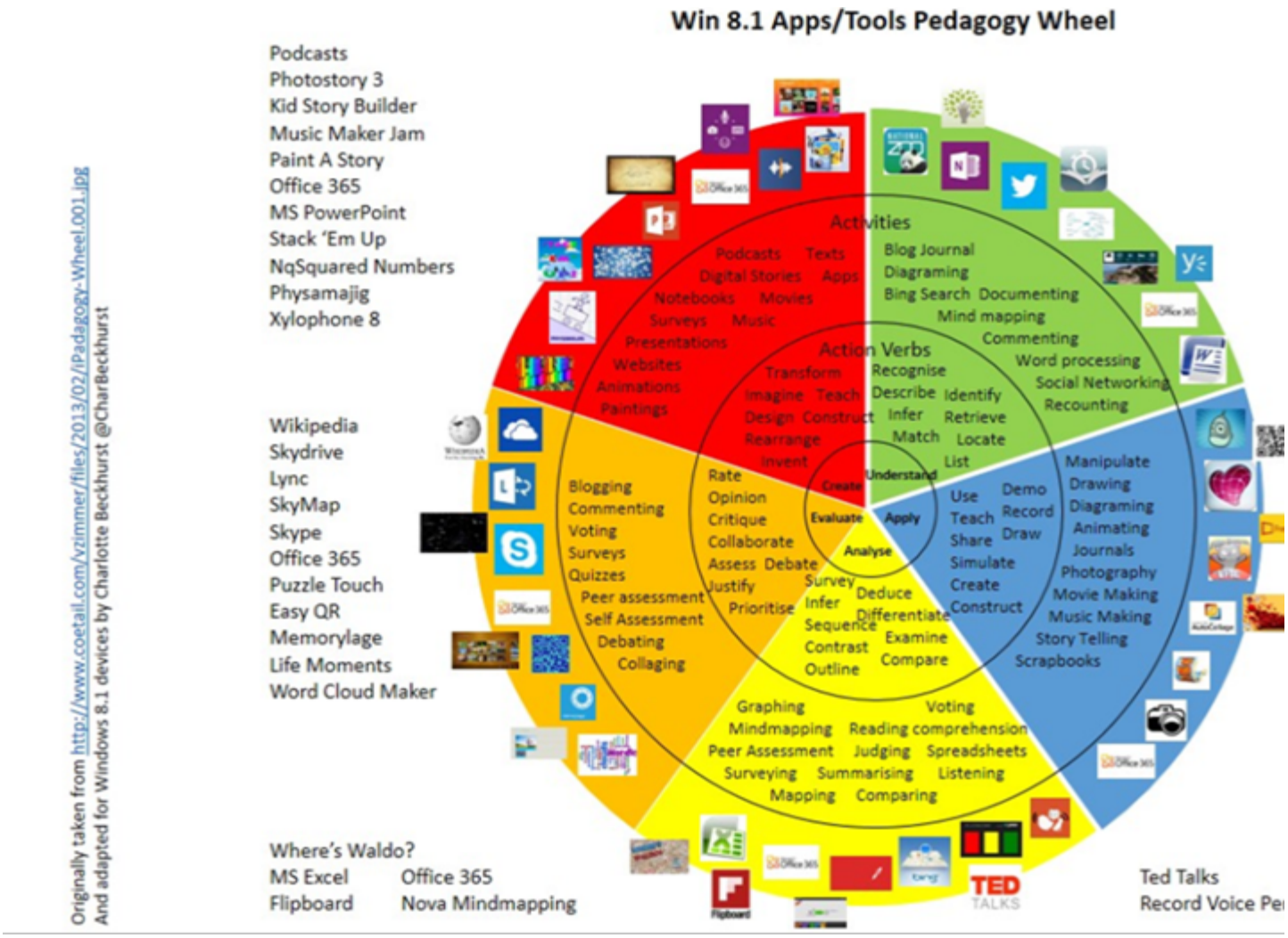
Ancillary Resources

Supplemental Novels:

- Dracula, by Bram Stoker Frankenstein, by Mary Shelley
- The Invisible Man, by H.G. Wells
- The Time Machine, and The Invisible Man, by H.G. Wells

Technology Infusion

- https://www.pearsonrealize.com
- Subscription videos/Current events
- Online supplemental reading/Tradebooks/Leveled books/Leveled informational texts
- Interactive Student Edition textbook
- Digital Courseware
- Audio summaries
- EL Support Lesson
- Online assessments
- SafeAssign Plagiarism Checker
- Online Discussion boards
- Essay scorer
- PowerPoint Presentations
- Google Classroom
- Oncourse Connect
- ChromeBook



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;

- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Differentiation

Visual Presentations ex: Show a short video of Gothic architecture.

Story Guides ex: The House of Usher story guides and graphic novel.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options

- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Assistive Technology ex: Google Classroom and text to speak programs.

During times of assessments, students with IEP's & 504's will receive additional time.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Study Guides ex: English to Spanish guides for Gothic content.

Students will be provided translated copies of the readings as necessary in their language development.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Use of different assessments ex: True/false

ex: Fill in the blank

Reduce the number answer choices ex: 4 choices to 3

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Example: Students will conduct research and present to the class, in a debate form, about what their definition of the theme, Fear , means to them.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: 2A - Allure of Fear

Interdisciplinary Connection: Gothic Themes

Statement of Objective 2A: SWDAT: Analyze the details of The Fall of the House of Usher and annotate mood and atmosphere

Anticipatory Set/Do Now: KWL Gothic Background Information

Learning Activity: 2A- Close reading strategies.Teacher led instruction on mood definition and atmosphere in The Fall of the House of Usher, small group activity, literature circles, balanced literacy activities and video research technology techniques.

Student Assessment/CFU's: Exit Tickets

Materials: Smart TV/Laptops/My Perspectives Text and Graphic Organizers

21st Century Themes and Skills: Global Awareness

Differentiation: Small group, repeat instructions, online support and video enhancement

Integration of Technology:The students will use laptops for research and the smartboard for interactive learning prompts