Unit 2: Outsiders and Outcasts

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Belleville Public Schools

Curriculum Guide

ELL - Grade 10

OUTSIDERS AND OUTCASTS

Belleville Board of Education

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Unit Overview

The Outsiders and Outcasts unit will help students deepen their perspective of outsiders and outcasts in literature by reading, writing, speaking, presenting, and listening. Students will recognize these characters in literature, define their roles in society, and identify and use literary elements included in literature.The titles provided in the unit provide students with another perspective on the topics of outsiders and outcasts, touching upon many of the ideas found within the unit.

Enduring Understanding

Enduring understandings:

Students will engage in discussions of whether individuals of popular culture started their heroic careers as "insiders"or "outsiders." What have the students learned from their own experiences of conformity and social norms. Lifetime understanding of how people thrive as an outsider.

Essential Questions

Essential Questions are:

Why do people feel the need to belong?

Are outsiders simply those who are misjudged or misunderstood?

Is the experience of being an outsider universal?

Exit Skills

By the end of Grade 10, ELL Unit 2, the student should be able to:

- Evaluate and discuss written arguments
- Analyze how author's state a thesis and support their claims
- Expand knowledge and use of academic and concept vocabulary
- Write an argumentative essay
- Conduct research projects that explore topic and clarity
- Correctly use phrases and clauses to convey meaning
- 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.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.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.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal

	English.
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.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Interdisciplinary Connections

- Social Studies history of Pre WWII Germany
- Social Studies research life in New Zealand
- Sociology terms- transformation and connection
- Technology research history of the the CPU
- Art images Toys, Recreate a Doll's House

SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Learning Objectives

- Analyze imagery, symbolism, climax, allegory, theme
- Identify imagery, symbolism, climax, allegory, theme
- Describe author's tone, attitude, and point of view
- Infer tone
- Identify figurative language and rhetorical devices
- Write and compose an argumentative text
- Analyze deductive reasoning
- Annotate vocabulary
- Connect ideas and prepare responses

Suggested Activities & Best Practices

Example: Assign a book talk project on one of the reading pieces and have students work in their student centered groups to create a rubric for the assignment.

Student Centered Learning: Students should either have already selected groups or groups of their choosing and be 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.

Jigsaw: Students will work in groups on advanced questions and then teach the other groups their findings.

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Assessment Evidence - Checking for Understanding (CFU)

Example: Assign select reading passages and hold reading check quizzes once a week. - formative assessment

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

Questions/Assessments that evaluate, describe, define, compare/contrast - 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:

- Anchor Text (Short Story): The Metamorphosis by Franz Kafka, translated by Ian Johnston
- (Media Video): Franz Kafka and Metamorphosis, BBC

Small Group Learning:

- Short Story: The Doll's House by Katherine Mansfield
- Poetry Collection: Sonnet, With Bird by Sherman Alexie
- Elliptical by Harryette Mullen
- Fences by Pat Mora
- Argument: Revenge of the Geeks By Alexandra Robbins
- Lecture: Encountering the Other: The Challenge for the 21st Century by Ryszard Kapuscinsk

Independent Learning:

- The Orphan Boy and the Elk Dogs by Blackfoot, retold by Richard Erdoes and Alfonso Ortiz
- By Any Other Name from Gifts of Passage by Santha Rama Rau
- Outsider's Art Is Saluted at Columbia, Then Lost Anew by Vivian Yee
- Fleeing to Dismal Swamp, Slaves and Outcasts Found Freedom by Sandy Hausman

Ancillary Resources

Supplemental novels:

- The Alchemist, by Paulo Coelho
- The Hobbit, by J.R.R. Tolkien
- The Scarlet Letter, by Nathaniel Hawthorne

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
- OnCourse Connect
- ChromeBook
- Google Classroom

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; Spanish and Latin Prefixes and Suffixes
- Technology; Edutopia
- Visual and Performing Arts; Presentations including infusion of Google Slides and Prezi

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

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

Differentiation

Visual Presentations ex: Show a video that will correlate with the reading.

Story Guides ex: Use videos as guides.

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)

Example: Teacher should create and provide guided reading questions for the unit to help those who need a more structured reading assignment.

- 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)

Example: Modify the quantity of work so that it is aligned with the level of the student in the language acquisition process.

Have fluent peers work with less proficient students.

Have materials available in the learners L1 when possible.

Language conventions and forms will vary depending on selected writing task.

- 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

Example: The teacher should provide limited passages at a time of the readings, then review and discuss checking for understanding and provide guided reading questions that will assist in test taking.

- 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)

Create a plan to solve an issue presented in the class or in a text: ex: Create a PBL based on British rule in the early 19th Century.

- 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- Outsiders and Outcasts

Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Describe the major theme of being an outcast in the launch activity

Anticipatory Set/Do Now: 2A- KWL (Famous people who were once an outsider ie: JK Rowling and Taylor Swift

Learning Activity: 2A- Close reading strategies.Teacher led instruction, small group activity, literature circles, balanced literacy activities and video research technology techniques. (Small Project Working on Outcast Themes)

Student Assessment/CFU's: Thumbs up

Materials: Smartboard/Laptops/My Perspectives Text and Graphic Organizers, My Perspectives

- Textbook: myPerspectives
- Anchor Text (Short Story): The Metamorphosis by Franz Kafka
- Anchor Text (Short Story): The Doll's House by Katherine Mansfield
- Media (Informational Graphic): from How to Tell You’re Reading a Gothic Novel— In Pictures by Adam Frost and Zhenia Vasiliev

21st Century Themes and Skills: Civil Literacy

Differentiation: Visuals, cooperative groupings, audio summaries and lower lexile models

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

My Per Textbok