# Unit 4: All That Glitters

Content Area: **ELL**
Course(s): **ESL 10**
Time Period: **JanFeb**
Length: **4-6 Weeks Grade 10**
Status: **Published**

## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# ELL- Grade 10

# All That Glitters

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Silvia Dias , Teacher of English As A Second Language

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved:September 21, 2020

## Unit Overview

The All That Glitters unit introduces students to the significance of materialism. Students will deepen their understanding of materialism by reading, writing, speaking, and listening. In addition, students will obtain and use new vocabulary in everyday communication while exploring the author's tone and purpose for different works. Through this unit students will be given new perspectives on literature as it pertains to the concept of materialism.

## Enduring Understanding

**Enduring understandings:**

- Students can express understanding through writing, oral communication, art or performance.
- Students will engage in discussion about wants versus needs.
- Discussing the meaning of what is valuable or what it means to be successful provide students will the ability to understand and analyze different perspectives.
- A writer’s choice of words can powerfully affect the meaning.

## Essential Questions

- What do our possessions reveal about us?
- Why is it important for me to pay close attention to of the text and the writer’s choice of words?
- How can figurative language such as analogies, similes and metaphors establish good writing style and facilitate the writing process?
- What makes something valuable?
- What makes something a treasure?

## Exit Skills

- Write an informative essay
- Analyze text for literary devices
- Interpret author's purpose and point of view
- Answer essential question
- Analyze photographs and videos
- Compare and contrast texts and perspectives
- Participate in cooperative groups

- Research topics to compose claims and provide evidence

## New Jersey Student Learning Standards (NJSLS-S)

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| 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.9-10.5 | 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.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| 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.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| 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. |

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| 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.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.9-10.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| LA.L.9-10.2.B | Use a colon to introduce a list or quotation. |
| LA.L.9-10.2.C | Spell correctly. |

## Interdisciplinary Connections

- Technology - Use technology to research, publish, and share information.
- 21st Century Skills.

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| SOC.6.1.12.B.6 | Geography, People, and the Environment |
| 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. |
| | Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models. |

## Learning Objectives

- Identify the details that express author's main points
- Demonstrate command of English conventions
- Analyze cognates
- Identify and describe purpose, suspense, and theme
- Compose an informative essay
- Interpret photographs
- Research evidence for informative writing
- Propose evidence for claims made based on text
- Explain transitional expression

## Suggested Activities & Best Practices

Example: Students should work in small groups to answer higher order thinking questions on the assigned readings.

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

**Writing Process:** Having students be involved in the writer's workshop process of writing

## Assessment Evidence - Checking for Understanding (CFU)

Book group readings with reflection based on interest and reading abilities. (alternative assessment)

Student generated translations from the L1 to L2. (formative assessment)

Class discussions about topics of choice - utilize grammatical and reading skills being discussed. (formative assessment)

Graphic organizers for conjugating verbs and expressing thoughts.(formative assessment)

Unit tests/ quizzes (summative assessment)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- 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 Necklace by Guy de Maupassant, translated by MacAndrew
- Anchor Text (Short Story): Civil Peace by Chinua Achebe
- Media (Photo Gallery): Fit for a King: Treasures of Tutankhamun

Small Group Learning:

- Journalism: In La Rinconada, Peru, Searching for Beauty in Ugliness by Marie Arana

- Avarice by Yusef Komunyakaa
- The Good Life by Tracy K. Smith
- Money by Reginald Gibbons

- Short Story: The Golden Touch By Nathaniel Hawthorne the imaginations of thousands?
- POETRY: from King Midas by Howard Moss

- The Thrill of the Chase by Margie Goldsmith

Independent Learning:

- The Gold Series: A History of Gold
- Ads May Spur Unhappy Kids to Embrace Materialism by Amy Norton
- A Dose of What the Doctor Never Orders by Ihara Saikaku, translated by G. W. Sargent
- My Possessions, Myself by Russell W. Belk
- Heirlooms' Value Shifts from Sentiment to Cash by Rosa Salter Rodriguez

## Ancillary Resources

Supplemental Novels:

- Great Expectations, by Charles Dickens
- The Great Gatsby, by F. Scott Fitzgerald
- Treasure Island, by Robert Louis Stevenson

## 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

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| 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. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| 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.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

## 21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

## Differentiation

- Allow students to pick topics of interest before beginning research.
- Allow students to utilize Google translate for the initial writing process then work with students in vocabulary acquisition that is appropriate for the writing style.
- Have students use code switching as necessary to express ideas more effectively when possible, proficient English speakers may assist less proficient students as well as th teacher as needed.

**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)

Provide modifications in workload and extended time as specified in the student's IEP/504 plan

-Allow extra time for online blog submissions

-Allow student to preview the material via teacher website

- Allow students to redo assignments

-Use of computer or electronic device during class to follow lesson, take notes, refer to homework for discussion

-Modeled techniques and speeches with discussions for student retention

- Provide graphic organizers when necessary

- 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)

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.

- 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

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 a variety of materials available to help with understanding and meaning.

- 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)

Assign a passage from a novel or text and have the student solve an issue presented in the class.

Have the student do a "voice over" of a scene from a select movie that exemplifies materialism in society.

Student will be allowed to select a current event topic from social media about materialism and create an advertisement.

Delve into topics based on interest and work with the instructor to enhance assignments.

- 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- All that Glitters
Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Model the questioning techniques of Montesaunt and analyze the significance
Anticipatory Set/Do Now: 2A- Hot Set

Learning Activity: 2A- Teacher led instruction and discussion followed by guided practice groupings reading and listening to The Necklace for modeling HOTQ and evidence based answers
Student Assessment/CFU's: Stop light

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

- Anchor Text (Short Story): The Necklace by Guy de Maupassant, translated by MacAndrew
- Anchor Text (Short Story): Civil Peace by Chinua Achebe
- Media (Photo Gallery): Fit for a King: Treasures of Tutankhamun
- Journalism: In La Rinconada, Peru, Searching for Beauty in Ugliness by Marie Arana

- Avarice by Yusef Komunyakaa
- The Good Life by Tracy K. Smith
- Money by Reginald Gibbons

- Short Story: The Golden Touch By Nathaniel Hawthorne the imaginations of thousands?
- POETRY: from King Midas by Howard Moss

- The Thrill of the Chase by Margie Goldsmith

21st Century Themes and Skills:

Closing: Review and Explanation of Independent Practice

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