Unit 4: All That Glitters Copied from: ELA 2, Copied on: 02/21/22

Content Area: **ELA**
Course(s): **ELA 2**
Time Period: **JanFeb**
Length: **4-6 Weeks Grade 10**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELA, 10A

All That Glitters

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: John Dubuque Teacher

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 23, 2019

Unit Overview

- Throughout Unit 4: All That Glitters, you will deepen your understanding of materialism by reading, writing, speaking, listening, and presenting.
- These goals will help you succeed on the Unit Performance-Based Assessment.
- The titles provided in this unit provide another perspective on the topic of all that glitters, touching upon many of the ideas found within the unit selections.

Enduring Understanding

Enduring understandings:

- Students will engage in discussions concerning needs and wants.
- Students will have looked at their experiences of acquiring more than what is needed.
- Complete surveys and polls about is it wrong to want more than you can afford.
- Discuss school, job and family experiences of current perspectives concerning possessions or a lack there of.
- Discuss Trade Books (The Great Gatsby, Great Expectations and Treasure Island).
- Cross-Curricular with Mathematics percentages, interest and savings.
- Lifetime understanding of what makes something valuable to you.
- Struggling students will use "think alouds," marking the text and use "sentence starters."
- Lifetime teamwork can be honed by using the Launch Activity, conduct survey, "If they can afford it, people should buy whatever they want?"

Essential Questions

- What do our possessions reveal about us?
- Is it wrong to want more than you have?
- 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)

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.
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

- Math interest percentages
- Social Studies research of Nigeria Civil War
- Art photography Tut
- Economics currency exchange Francs to Dollars

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
- Examine juxtaposition

- Identify and describe purpose, suspense, and theme
- Compose an informative essay
- Interpret photgraphs
- Research evidence for informative writing
- Propose evidence for claims made based on text
- Explain transitional expression

Suggested Activities & Best Practices

- Supplement the unit Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- Substitute for unit selections If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- Extend Independent Learning Extend the unit by replacing independent reading selections with one of these trade books.
- Pacing However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.

Additional Activites:

Launch Activity

Quickwrite

Comprehension Checks

Research

Close Read the Text

Analyze the Text

Analyze Craft and Structure

Assessment Evidence - Checking for Understanding (CFU)

1. Exit Ticket – formative assessment

ex: What would you take on trip?

2. Red Light Green Light - formative assessment

ex: I'm lost, I'm ok, I'm super.

3. KWL Chart - formative assessment

ex: Sunken Pirate Treasure

4. Unit Exam - summative assessment

5. Final media project - alternative 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

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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

Visual Presentations

ex: Show a video of a black tie affair or ball room dance.

Story Guides

ex: Use comics as a guide for King Midas and the Golden Touch.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

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)

1. Highlighted Text from MyPearson Online Textbook.

2. Multiple Testing Sessions, before the unit, middle of the unit and post unit.

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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)

- Use True False assessments.
- Use Google translate for The Necklace.

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

- Have peers take notes on social ideas for partners.
- Allowing note cards for some assessments.

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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 te class or in a text:

ex: Create a application for currency transfer based on year and origin.

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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