Unit 1: Inside the Nightmare Copied from: ELA 2H, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELA, 10 Honors

INSIDE THE NIGHTMARE

Belleville Board of Education

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Unit Overview

- Throughout Unit 1: Inside the Nightmare, you will deepen your understanding of scary literature by reading, writing, speaking, presenting, and listening.
- These goals will help you succeed on the Unit Performance-Based Assessment.
- 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.

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 jobs such as horror or suspense writer, director or make-up artists.
- Discuss Trade Books (The Haunting of Hill House and The Invisible Man)
- Cross-Curricular with Social Studies Gothic Origin
- Lifetime understanding of how transformation can scare us.
- Struggling students will use "think alouds," marking the text and use "sentence starters."
- Lifetime teamwork can be honed by using the Launch Activity, conduct a two party horror story election.
- Honors students will continue to complete challenge activities.

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, ELA Unit 1, the student should be able to:

- Evaluate written narratives
- Expand 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)

0x	LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
0x	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.
0x	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).
0x	LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
0x	LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
0x	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.
0x	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.
0x	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.
0x	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.
0x	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).
0x	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.
0x	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.
0x	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.
0x	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.
0x	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.
0x	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]").

Interdisciplinary Connections

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

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

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 Activities:

Launch Activity

Quickwrite

Comprehension Checks

Research

Close Read the Text

Analyze the Text

Analyze Craft and Structure

Challenge Activity

Assessment Evidence - Checking for Understanding (CFU)

Think, Pair and Share - formative assessment

ex: Usher's initial reaction to the narrator.

Exit Ticket - formative assessment

ex: How does Poe explain mental illness?

Red Light Green Light - formative assessment

ex: I'm Stuck, I'm ok but have one question. I'm good.

Unit Exams - summative assessment

Group Presentations - 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:

- 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

Honors Ancillary Materials

1. The Martian Chronicles- Ray Bradbury

2. Death Be Not Proud- John Gunther

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

- 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.

21st Century Skills/Interdisciplinary Themes

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

- 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 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.

- 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.

- 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)

Create a plan to solve an issue presented in te class or in a text:

ex: Create a PBL based on contemporary issues with older Gothic architecture.

- 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.

Honors: Complete all Challenge activities for reading section

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 instuctions, online support and video enhancement

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