Unit 6: Blindness and Sight

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELA, 10A

BLINDNESS AND SIGHT

Belleville Board of Education

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Unit Overview

Throughout Unit 6: Blindness and Sight, you will deepen your perspective of blindness and sight by reading, writing, speaking, listening, and presenting.

These goals will help you succeed on the Unit Performance-Based Assessment.

The titles in this unit provide students with another perspective on the topics of blindness and sight, touching upon many of the ideas found within the unit.

Enduring Understanding

Enduring understandings:

- Students will engage in discussions about seeing beautiful sites and extraordinary adventures.

- Students will have looked at their experiences with how people see you.
- Complete surveys and polls attitudes and how they redefine people's sight.
- Discuss school, job and family experiences concerning perceptions and how they can change through life experiences.
- Discuss Trade Books (King Lear, Blindness and All the Light We Cannot See).
- Cross-Curricular with Social Studies researching historical figures, Helen Keller and Pablo Bonet.
- Lifetime understanding deception and how to see moments in life differently.
- 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 four corner debate, "Seeing is believing"

Essential Questions

Essential Questions:

- What does it mean to see?
- How do experiences redefine your vision of life or that particular experience?
- Can we see ourselves as clearly as others see us?
- Can one have sight but no vision, or vision but no sight?
- How do we learn about the wonders of the world?

Exit Skills

Exit Skills:

- Draw conclusions and develop central ideas
- Analyze point of view and author's purpose
- Answer essential question
- Conduct research and clarify meaning
- Collaborate with a team and develop a consensus
- Compose non-fiction narrative essay
- Present and discuss evidence to support claims

New Jersey Student Learning Standards (NJSLS-S)

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.9-10.5	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.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
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.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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.9-10.6	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.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.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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.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.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
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

Art Ancient Greek Art and Pottery

Sociology Cultural Differences

SOC.6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
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.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Learning Objectives

Learning Objectives:

- Analyze author's purpose and motive
- Identify point of view
- identify word use and repetition
- Synthesize theme and plot
- Interpret dynamic characters
- Analyze tragedy
- Research text for literary evidence
- Support claims made based on literature and informational texts
- Compose a non-fiction narrative
- Analyze setting
- Apply narrative pacing
- Interpret sound devices, figurative language, irony, foreshadowing
- Analyze rising action, conflict, and imagery

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: Do we believe Tiresias?

2. Red Light Green Light - formative assessment

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

3. KWL Chart - formative assessment

ex: Greek Tragedy

4. Unit Exam - summative assessment

5. Multi media poster responding to essential questions (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:

- myPerspectives textbook and online version
- Historical Context: Oedipus the King Anchor Text
- Drama: Oedipus the King, Parts I,II by Sophocles, translated by Nicholas Rudall

Small Group Learning:

- Letter: View From the Empire State Building by Helen Keller
- Poetry Collection: Blind Fatima Naoot, translated by Kees Nijland
- The Blind Seer of Ambon by W. S. Merwin
- On His Blindness by Jorge Luis Borges, translated by Robert Mezey
- Short Story: The Country of the Blind by H. G. Wells Memoir: The Neglected Senses
- from For the Benefit of Those Who See by Rosemary Mahoney

Independent Learning:

- from Blindness by José Saramago, translated by Giovanni Pontiero
- Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight ABC News
- How Your Eyes Trick Your Mind by Melissa Hogenboom
- Blind, Yet Seeing: The Brain's Subconscious Visual Sense by Benedict Carey
- Experience: I First Saw My Wife Ten Years After We Married by Shandar Herian
- Visual Neuroscience: Look and Learn by Apoorva Mandavilli

Ancillary Resources

Supplemental texts:

- King Lear William Shakespeare
- Blindness Jose Saramago
- All the Light We Cannot See Anthony Doerr

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
- Google Classroom
- Chromebook



Alignment to 21st Century Skills & Technology

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

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.

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 Bio of Helen Keller.

Story Guides

ex: Use the Oedipus Rex graphic novel.

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)

- Use fill in the blank assessments
- Utilize student partners

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 Oedipus Rex.

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 3D project of the maze from Flowers for Algernon.

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- Blindness and Sight
Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Analyze Oedipus's choices when overlooking the obvisious details
Anticipatory Set/Do Now: 2A- hot seat

Learning Activity: 2A- Teacher led instruction and discussion followed by guided practice groupings reading and annotating Act I Oedipus Rex
Student Assessment/CFU's: high five

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

myPerspectives textbook, online version

Anchor Text (Drama): Oedipus Rex by Sophocles

Anchor Text (Poetry): Blind Fatima Naoot, translated by Kees Nijland

- Letter: View From the Empire State Building by Helen Keller
- Poetry Collection: Blind Fatima Naoot, translated by Kees Nijland
- The Blind Seer of Ambon by W. S. Merwin

- On His Blindness by Jorge Luis Borges, translated by Robert Mezey

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