

Grade 10 H - Unit 4: All That Glitters

Dear Family,

In this unit, students will learn about greed, considering whether material possessions and wealth truly make one happy. Students will read a variety of texts and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, in small groups, and independently, students will work to answer the question *What do our possessions reveal about us?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *What do our possessions reveal about us?*
- What do these selections suggest about materialism? How do we strike a balance between what we want and what we need?
- Why do you think stories about material wealth are so popular in the media and in books and film?
- What is the most interesting aspect of the idea of “all that glitters” that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the questions *How do we decide what we want versus what we need? What can result from an imbalance between want and need?* He or she will write an informative essay and may give an oral presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

STANDARDS

Activities and assignments in Unit 4 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

Reading

- Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

- Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Speaking and Listening

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

Thank you for your continuing support!