

Theme

How can our interpretations of the past inform our understanding of the present?

STEM Innovation Academy Unit Plan

<p>Subject: ELA Unit Title: Dystopia: Challenging Power and Offering Solutions Grade: 10</p>	<p>Teacher: Ms. Buske Duration: 10 Weeks (April 26 - June 21)</p>
<p style="text-align: center;">Summary of Unit</p> <p>Dystopian texts have been used for decades by authors as a subversive genre that closely, critically dissects the political and social structures of their time. By creating a perfect world founded upon devastatingly imperfect morals, values, and beliefs, dystopian texts issue a clear warning to future generations and present a challenge to change. We will examine Fahrenheit 451 and explore the implications of censorship and the power of stories in shaping the fate of human society. Paired with shorts stories by Vonnegut, Ovid, and Le Guinn, as well as nonfiction articles linked to the ethics of control in North Korea, the impact of technology and media on today’s society, and historical trends linked to censorship, this text will open a gateway to a larger research project that will ask us to answer the question: What kind of society would we build if we had to start from scratch?</p>	
<p style="text-align: center;">Standards/Outcomes:</p>	
<p><i>Standards:</i> NJSLS Grade 9-10</p> <p><i>Targeted Standards:</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</i></p> <p><i>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</i></p> <p><i>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</i></p>	

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

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. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

21st Century Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP11 Use technology to enhance productivity.

Stage 1 – Desired Results

Essential Questions:

What might a “just” justice system look like?

What can reading and writing utopian/dystopian fiction teach us about shaping the future?

What kind of society would our class build if we had to start from scratch?

What is the value of being able to think freely?

How does the story affect individuals in society?

What is better: censorship or open knowledge?

Stage 2 – Assessment Evidence

Unit Pre-assessments:

- 1) Students will critically examine community issues and will create a simulation of a perfect society and a rationale for a perfect society.
- 2) Students will participate in a Socratic Seminar based upon in-class novel (Fahrenheit 451).

Presentation: Students will write a persuasive speech and construct a multimedia presentation of a “solution” for a community issue for a panel of experts and will respond to panel questions following the presentation.

Description: Students should be answering the essential question, “What kind of society would we build if we had to start from scratch?”

Performance Task(s):

Writer’s Notebook

Students will write 5 REFLECTIONS (minimum) per week. Each response should be at LEAST 7 sentences and should include SPECIFIC examples/evidence to support ideas. There will be specific prompts on certain days.

(Note: Writer’s Notebooks will eventually be used during Creative Writing Series)

Vocabulary Activities

Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Socratic Seminar

Student pairs will create discussion questions based upon excerpts from Fahrenheit 451. Students will lead discussion based upon the text with peers in “Socratic Seminar” style forum.

Short Story Simulation

Students will choose a short story or a chapter from their novel and will identify/evaluate the theme. Students will create a simulation based upon theme and will present the story to the class, describing how the author approached an issue explored in Socratic Seminar. Students will generate discussion questions for peers.

Peer Presentations

Students will complete a close analysis of a current event article and will create a proposal to change, or create a solution for, the issue. Students will be required to use three articles describing the issue and must cite three sources in order to create a rationale for their solution.

Persuasive Speech Analyses

Students will analyze famous speeches written by “mentor speakers” and will present their analyses (extension: students can create a playposit for their speech).

Poetry Month

Students will visit the Yogi Berra Poetry Museum and complete works related to the prompt, “I Am From.”

Authentic Experiences:

1) Town Council Meeting

2) [Workshop with Orange University](#)

Extensions (Tier I):

Content: Independent Novel

-Students will read a higher level novel and will use novel as an inquiry point for research (*Part IV Gulliver's Travels*, "Utopia" (Sir Thomas Moore), Voltaire's *Candide*)

Process Simulations

-Students will be given advanced roles in simulation activities and will perform extensive research in preparation for activities (for example: student will simulate a town council meeting based upon a particular issue, will assign roles, will bring the research to examine for the issue)

Process: Flipped Classroom

-Students will choose ONE logical fallacy to teach the class

*Students must develop a simulation or a game to teach the concept

Process: Multimedia Presentation

-Students will use a multimedia forum to create a documentary

Product: Adaptation Review

-Students will construct a literature review based upon issue of choice. Students will examine at least ten documents related to issue, including data, research, theories, etc, and will present a critical analysis of synthesis of articles

Product: Full Documentary

-Students will create a documentary that includes elements that extend beyond basic requirements, including use of multimedia from a different content area, interviews of council members or

Differentiation (Tiers II and III)

Content: Preliminary Research

-Students will be grouped and given topic according to interest and ability and will be resources and organizers to aid in research and presentation process

Content: Independent Novel

-Students will read a novel of their choice and will either record podcast/journal while reading (*The Giver*, *Ready Player One*, *The Windup Girl*, *Brave New World*, *The Hunger Games*, *Divergent*)

Process: Juicy Sentences

-Small group instruction will take place during writing process to help students address targeted standards, particularly language standards

Process: Organizer

-Students will be given a writing organizer before writing script for documentary

Process: Kinesthetic Learning Activities

-Students will engage with content and will enhance reading/writing skills using [kinesthetic activities](#)

Product: Media

-Students will be given the option to (in addition to written piece) to create a visual piece using iMovie, YouTube, etc.

experts in the field, etc.

Stage 3 – Learning Plan

Vocabulary

Stolid, refracted, imperceptibly, pulverized, melancholy, capillary, multifaceted, ballistics, proclivities, odious, ravenous, pratfall, dictum, noncombustible, tactile, cadenced, retaliation, receptacle, cowardice, manifested, verbiage, smouldering, indecisive, grotesque, limned, juggernaut, cardamon, pedants, pyre

Expert/Field Experience(s)

- Town Council Meeting
- [Workshop with Orange University](#)

Literacy Connections/Research

- Students will research political issue/solution during the last 40 minutes of class
- Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)

Resources:

Materials

- Writer's Notebooks
- Chromebooks
- Chart Paper
- Recording Devices (Podcasts)

Digital Tools

- TED-ed
- iMovie
- Ebscohost (eBooks)
- Storyboard.com
- NY Times Learning Blog*
- Google Forms*
- [Clarisketch](#)
- [Scratch MIT](#)
- Writing/Brainstorming: Scoot & Doodle

Texts

Literature Circles:

Nickel Boys

[*Parable of the Sower*](#)*

The Giver

The Windup Girl

Brave New World

[*The Hunger Games*](#)

[*Divergent*](#)

The Running Man

Uglies

The Time Machine (H.G. Wells)

Part IV Gulliver's Travels

"Utopia" (Sir Thomas Moore)

Voltaire's *Candide*

1984

Short Stories:

"The Ones Who Walk Away from Omelas"

["Icarus and Daedalus" by Josephine Preston Peabody](#)

["The Myth of Icarus and Daedalus" by Ovid](#)

Vonnegut's "2BORN2B"

"Harrison Bergeron" (Vonnegut)

Nonfiction:

Vonnegut's "I Am Very Real"

"The Salem (And Other) Witch Hunts"

"Total Control in North Korea"

"More Facebook Friends, Fewer Real Ones, Says a Study"

"Why Do People Follow the Crowd"

*Can All Be Found on Commonlit

***Utilizes Google Classroom**

Students Will Know...

- **Identify Components of Narrative Writing**
 - Definition of imagery and provide examples
 - How to format dialogue/meaning of "multiple plot lines"
 - Understand meaning of theme
- **Identify Components of Informational Writing**
 - Definition of components of an effective introduction and

Students Will Be Able to Do...

- **Write Narratives**
 - Introduce problem, situation, or observation, clearly define characters involved
 - Use imagery to communicate ideas
 - Use dialogue to develop characters
 - Write conclusion that reflects upon the progression of the narrative
 - Use literary perspective (first,

<ul style="list-style-type: none"> ○ conclusion ○ The difference between analysis and inference ○ The difference between logical inference and inference ○ Definition of terms like thesis, transition, and be able to provide examples of each ● Meaning of Words As Used in Text <ul style="list-style-type: none"> ○ Definition of connotative and denotative ○ Ability to define and identify Cause/Effect text structure ● Identify Basic Grammatical Errors <ul style="list-style-type: none"> ○ Subject-verb agreement ○ Parallel structure ○ Capitalization of Proper Nouns ○ Run-ons (semicolon/comma usage) 	<p>second, third) as a technique to engage readers</p> <ul style="list-style-type: none"> ● Write Informational Text <ul style="list-style-type: none"> ○ Provide a clear introduction with hook, background statement, and thesis ○ Develop a topic with relevant, sufficient facts, extended definitions, quotations, and other information that anticipates audience’s understanding of topic ○ Use transitions to link ideas ○ Provide close-read analyses and draw LOGICAL inferences ○ Provide clear conclusion that links ideas stated in introduction and throughout the piece ● Analyze How Ideas Are Developed <ul style="list-style-type: none"> ○ Identify components of text structure using graphic organizer
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<i>Special Education</i>	<i>English Language Learners</i>
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<ul style="list-style-type: none"> ● Adhere to all modifications and health concerns stated in each IEP. ● Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. ● Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time ● Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or writing, such as Read-Draw-Write ● Provide breaks between tasks, use positive reinforcement, use proximity ● Assure students have experiences that are on the Concrete- Pictorial- Abstract 	<ul style="list-style-type: none"> ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 17-18) ● Use manipulatives to promote conceptual understanding and enhance vocabulary usage ● Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction - During i-Ready lessons, click on “Español” to hear specific words in Spanish ● Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information ● Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems ● Utilize program translations (if available)
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<p>spectrum by using manipulatives</p> <ul style="list-style-type: none"> ● Implement supports for students with disabilities (click here) ● Make use of strategies imbedded within lessons 	<p>for L1/ L2 students</p> <ul style="list-style-type: none"> ● Reword questions in simpler language ● Make use of the ELL Mathematical Language Routines (click here for additional information) ● Scaffolding instruction for ELL Learners ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 16-17)
<p><i>Gifted and Talented</i></p>	<p><i>Students at Risk for Failure</i></p>
<ul style="list-style-type: none"> ● Elevated contextual complexity ● Inquiry based or open ended assignments and projects ● More time to study concepts with greater depth ● Promote the synthesis of concepts and making real world connections ● Provide students with enrichment practice that are imbedded in the curriculum such as: <ul style="list-style-type: none"> ○ Application / Conceptual Development ○ Are you ready for more? ● Provide opportunities for math competitions ● Alternative instruction pathways available ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg. 20) 	<ul style="list-style-type: none"> ● Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum ● Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Peer Support ● Constant parental/ guardian contact ● Provide academic contracts to students & guardians ● Create an interactive notebook with samples, key vocabulary words, student goals/ objectives. - Plan to address students at risk in your learning tasks, instructions, and directions. Anticipate where the needs will be, then address them prior to lessons. ● Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 19)