Unit Name: Reading Science Fiction Literature/Persuasive Essay Writing
Duration: Unit 5
Essential Questions: What are some social issues we face today? How can modern inventions eventually lead to man's downfall? How can the dark side of human nature reveal itself? What is a vignette? What elements are essential to a persuasive essay?
Enduring Understandings: Readers are able to understand modern day issues in connection to literature. Readers can comprehend theme. Readers can describe elements of science fiction. Writers can develop a five paragraph persuasive essay
Relevant Standards: RL.9.2, RL.9.3, RL.9.4, RL.9.7, RL.9.10, RL.9.2a, W.9.1, W.9.4, W.9.5, W.9.6, W.9.7,W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, SL.9.10,L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.

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Core Instruction: Teachers will blend reading, writing, and grammar into poetry and *To Kill a Mockingbird*

<u>**Reading**</u>: Genre Literature Science Fiction/Writing Persuasive Essay

- **Close reading skills; fluency; analyze how particular elements of a science fiction story work together**
- **Identify characters and roles of each in novels**
- **Identify moral decisions made by characters**
- **Understand character and how one is developed through a story line**
- **Understand how symbol functions in a novel**
- **Identify themes within a novel**

<u>**Writing**</u>: Write a persuasive essay

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay on characterization

- **Develop a thesis**
- **Write three well-structured, supporting details**
- **Write a conclusion that ties thesis to supporting details**
- **Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.**
- **Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.**

<u>**Grammar:**</u>

- **Sentence Structure (simple, compound, complex, compound-complex); independent-dependent classes; commas (these grammar**

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skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- **Demonstrate command of conventions of standard English capitalization**
- **Demonstrate command of conventions of standard English spelling**
- **Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.**
- **Acquire and use grade-appropriate general academic and domain-specific words and phrases.**

Interdisciplinary Connections

Students will research and understand a current event in order to develop a five paragraph persuasive essay

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, connect, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, genre, narrator, notice, objective, observe, opinion, organize, outline, persuade, preview, relate, reference, revise, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: transition, science fiction, theme, poetic terms, vignette

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks,classroom resources, digital tools, links to websites and videos)
Novel: *Illustrated Man*

21ˢᵗ Century Themes and Skills:	**Students will research current event with a partner in order to gather evidence to write a persuasive essay.**
CRP2. Apply appropriate academic and technical	

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skills. **CRP4.** Communicate clearly and effectively and with reason. **CRP7.** Employ valid and reliable research strategies. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management. **CRP11.** Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence.	
8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5	Understand and use

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	technology systems.		
Assessments and Performance Tasks:	Students will read *Illustrated Man* Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on *Illustrated Man* Write a persuasive essay		

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.	Modified Assignments	Pair visual prompts with verbal	Pair visual prompts with verbal

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		presentations	presentations
Encourage creative expression and thinking by allowing students to choose how to approach an assignment.

Invite students to explore different points of view on a topic and compare two.
Provide opportunities where students are in charge of their learning.

Design surveys to generate and analyze data to be used in discussion.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of art and/or artists to understand society and history.

Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, | Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary and important information

Emphasize critical/key information

Use graphic organizers

Refer to relevant previously taught or mastered skills

Use multiple analogies and examples

Provide study guide and notes

Provide models and demonstrations

Repeat/review

Shortened assignments

Consistent, immediate feedback | Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of classnotes
Preferential seating

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student request books on tape/CD / digital media, as available and appropriate.

Assign a peer helper in the class setting | Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of classnotes

Preferential seating

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

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format, topic). Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning Provide assessments at a higher level of thinking	Vocabulary files Visual aids show student example/model of any assignment Modify reading required Modify writing required	Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.	Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Extended time to complete assignments.

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		Provide student with clearly stated (written) expectations and grading criteria for assignments. **Modifications for Assessments** Extended time on tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for tests. Establish or accommodations / modifications for assessments.	Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide student with clearly stated (written) expectations and grading criteria for assignments. **Modifications for Assessments** Extended time on tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for tests. Establish accommodations / modifications for assessments.

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