**Digital Unit Plan Template**

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| **Unit Title: Science and technological realities of Brave New World** | | | | | **Name: Elizabeth Thomson** | | | |
| **Content Area: ELA** | | | | | **Grade Level: 10** | | | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | | | | | |
| **Year Long standards:**  **W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**  **W.5** **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)**  **L.2(a-c)**  **RL.10** **By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.**  **Semester Long standards:**  RI.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source  W.2(a-f) 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.  CCSS.ELA-LITERACY.W.9-10.2.A  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.  CCSS.ELA-LITERACY.W.9-10.2.B  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  CCSS.ELA-LITERACY.W.9-10.2.C  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  CCSS.ELA-LITERACY.W.9-10.2.D  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  CCSS.ELA-LITERACY.W.9-10.2.E  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  CCSS.ELA-LITERACY.W.9-10.2.F  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  **Unit Long standards:**  **L.4 (a-d)** **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**  **CCSS.ELA-LITERACY.L.9-10.4.A**  **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**  **CCSS.ELA-LITERACY.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).**  **CCSS.ELA-LITERACY.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.**  **CCSS.ELA-LITERACY.L.9-10.4.D**  **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**  **RL.6,7** **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.**  **Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).** | | | | | | | | |
| **Big Ideas:** | | | | | | | | |
| **Cross-curricular Essential Questions:**  **Science: To what extent is society controlled by technology and science? How is this control both a positive and negative advancement for the community and the individual?**  **Social Studies: How is Huxley’s writing a reflection of the world in which he lived? How is it an accurate or inaccurate projection of the future of first world society?** | | | | | | | | |
| **Unit Goals and Objectives:** | | | | | | | | |
| **Recognize information, ideas, and principles of the selected novel (BNW) by and selected research (instructor and student selected science articles).**  **Recognize and explain the tone from textual description of BNW and nonfiction science articles by successfully completing weekly reading, annotations of articles, and criticial thinking response connecting the fiction and nonfiction texts with at least 80% accuracy.**  Write an informative research essay to examine and convey complex ideas, concepts, and information presented in current scientific research and the novel Brave new worl clearly and accurately through the effective selection, organization, and analysis of content by answering one of five cross-curricular prompts given at the beginning of the unit using self generated and instructor selected research to answer the questions with at least 80% accuracy in a 4-5 page MLA format research paper. | | | | | | | | |
| **Unit Summary:** | | | | | | | | |
| **During this unit we will read Aldous Huxley’s famous utopic sci-fi novel and explore the themes of science as reality. Although the society in Brave New World is a self-proclaimed utopia, there is an eerie familiarity with both the societies in dystopic novels read thus far in the year (Anthen and By the Waters of Babylon) and similarities to our society today. In four weeks we will read the entire novel alongside current news articles relating to scientific and technological advancements recently made which mimic Huxley’s fictional world and ask ourselves the age old question: Does art mimic life or does life mimic art? Thoughts produced during reading, collaborative activities, and discussions will synthesize and culminate in our unit’s final assessment: an informative research paper.** | | | | | | | | |
| **Assessment Plan:** | | | | | | | | |
| **Entry-Level:**  **Web quest**  **Journal entries**  **In class discussion**  **Vocabulary definitions** | | **Formative:**  **Differentiated Science Articles- annotate and respond to critical thinking question which connects current perspective on scientific topics to the Brave New World text.** | | | | | **Summative:**  **Cross-curricular Research Essay** | |
| **Lesson 1** | | | | | | | | |
| **Student Learning Objective:**  **Recognize information, ideas, and principles of the selected text by successfully and accurately completing a Brave New World Web Quest Worksheet with a partner and complete and outline to organize the information.** | **Acceptable Evidence:**  **Cornell notes on prezi in journal**  **Completed webquest form (shared on google docs)** | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | | **Lesson Activities:**  **Students start the class by taking brief cornell notes on prezi covering the intro to Brave New world**  [**https://prezi.com/povk5mqe7ybv/brave-new-world-introduction/**](https://prezi.com/povk5mqe7ybv/brave-new-world-introduction/)  **Students then access the web quest and see how much of the webquest they can fill out with their notes and one partner. After those resources are exhausted students then move on to using suggested websites.**  **Partner collaboration (simultaneously on two different chromebooks using google docs and websites) to complete the webquest with at least 80% accuracy by the end of a 100 minute class session**  **Key areas of focus include:**  **Background on Aldous Huxley**  **The Psychology Behind Brave New World**  **Why Henry Ford plays such a prominent role in Brave New World**  **Persuasion and Propaganday the end of 1 block cloass (100 minutes)** | |
| **Lesson 2** | | | | | | | | |
| **Recognize and explain the tone from textual description of BNW and nonfiction science articles by successfully completing weekly reading, annotations of articles, and criticial thinking response connecting the fiction and nonfiction texts with at least 80% accuracy.** | **Acceptable Evidence:**  **Student uses class time to complete as much of the assignment as possible, or ask clarifying questions before attempting assignment at home over the weekend.**  **Student turns in an article with at least 3 circled and defined unfamiliar words, 2 underlined and annotated research paper connections, and 2 box sections which show a margin note connection to the novel.**  **Student turns in a response to the critical thinking question which is at least 3 well written, clear, grammatically correct sentences which link the article to the novel, and answers as much of the question as possible.** | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | **Lesson Activities:**  **Each Friday after listening to a brief chapter from Brave New World students will choose a differentiated science article (a or b- a is shorter and slightly easier to read, b is more difficult) regarding one of the topics in this week’s chapters of Brave New World (drugs, escapism, eugenics, cloning, conditioning, social stratification).**  **After choosing the article students will commence actively reading the article using guidelines at the top of the article (Circle any words you do not know- write the definition in the margin**  ** Underline any section which might be pertinent (applicable) to your**  **research paper- write yourself a reminder note in the margins so you do**  **not lose that brilliant thought!**  ** Box sections in which you see a clear connection with the text- write a**  **short explanatory note in the margins.)**  **Once finished reading students read a short summary connecting the ideas of the article and the novel (given by teacher) then read a response question which asks students to take the analysis of the article and the novel one step further, students are to respond with a 3-5 sentence answer.**  **As each article has a different summary and response question here is an example from week 1 article b- cnn.com “Cloning used to make stem cells from adult humans”**  Response: *Brave New World* warns of the dangers of giving the state control over new and powerful technologies. One illustration of this theme is the rigid control of reproduction through technological and medical intervention, including the surgical removal of ovaries, the Bokanovsky Process, and hypnopaedic conditioning. Do you believe the modern uses of genetic engineering are bringing our world closer to this possibility?  To answer the question make a connection between this article and the chapters read thus far in a clear and concise 3-5 sentence answer. | | |
| **Lesson 3** | | | | | | | | |
| **Student Learning Objective:**  **Write an informative research essay to examine and convey complex ideas, concepts, and information presented in current scientific research and the novel Brave new world clearly and accurately through the effective selection, organization, and analysis of content by answering one of five cross-curricular prompts given at the beginning of the unit using self generated and instructor selected research to answer the questions with at least 80% accuracy in a 4-5 page MLA format research paper.** | **Acceptable Evidence:**  **4-5 page research paper with a minimum of 3 sources beyond brave new world referred to in the essay and referenced in the MLA format bibliography page** | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | **Lesson Activities:** | | |
| **Unit Resources:** | | | | | | | | |
| **Brave New World- text**  **Teacher Selected Science articles and worksheet template (annotation and response)**  **“The Island” – DVD- alternative artistic impression of similar themes** | | | | | | | | |
| **Useful Websites:** | | | | | | | | |
| [**http://www.huxley.net/bnw/one.html-**](http://www.huxley.net/bnw/one.html-) **full text online**  [**http://missthomsonsenglishclass.weebly.com/brave-new-world-unit.html**](http://missthomsonsenglishclass.weebly.com/brave-new-world-unit.html) **online unit at my teacher website for English – science articles will be uploaded here, as well as a forum where students can share their research on the five topics under an “brave new world essential questions” subpage**  [**https://prezi.com/povk5mqe7ybv/brave-new-world-introduction/**](https://prezi.com/povk5mqe7ybv/brave-new-world-introduction/) **introduction prezi with video**  [**http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405880275.pdf**](http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405880275.pdf) **- to develope journal responses (during reading) and reading quizzes for when chapters are assigned as homework**  [**http://files.harpercollins.com/HarperAcademic/BraveNewWorld\_TeachingGuide\_final.pdf**](http://files.harpercollins.com/HarperAcademic/BraveNewWorld_TeachingGuide_final.pdf) **-guided reading questions** | | | | | | | | |