

Unit #4: Contemporary Fiction in Popular Culture

Content Area: **Template**
Course(s):
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Length:
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State Mandated Topics Addressed in this Unit

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| N/A | N/A |

Unit #4: Contemporary Fiction in Popular Culture

Learning Objectives

- Analyze adaptations of contemporary fiction works
- Analyze and discuss the impact of technology and digital media on storytelling
- Analyze how contemporary authors address societal issues in their works.
- Compare and contrast the intersection of contemporary fiction with other forms of media (film, television, digital storytelling)
- Identify and explain narrative techniques and innovative storytelling styles
- Utilize effective communication skills through discussions, presentations, and writing assignments.

Essential Skills

- Acquire general academic words from content-specific written texts
- Adapt speech delivery to audience and purpose
- Adapt volume and tone to audience and purpose
- Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox
- Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)
- Analyze the text and identify explicit and implicit textual evidence
- Analyze themes/central ideas as it develops over the course of the text
- Analyze those choices as they pertain to the overall story
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking

- Apply knowledge of language to make effective choices to shape the meaning and style
- Apply knowledge of language to understand how language functions in different situations
- Articulate ideas clearly and persuasively in a discussion
- Choose a formal style and objective tone
- Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)
- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
- Comprehend writing as a process
- Consider and assess the speaker, argument, organization, diction, and tone
- Construct an objective summary of the text. Examine how the interaction of themes creates the overall meaning of the text (and provides depth and dimension and complexity)
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
- Consult reference materials to derive word meanings and correct pronunciation of words
- Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments
- Create and utilize appropriate planning templates
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision
- Determine how many facts, definitions, details, quotations and other information are needed
- Determine the difference between strong and insufficient (unreliable) details
- Determine two or more themes or central ideas in a text
- Determine what details and/or information is most appropriate for a specific purpose
- Determine what the text actually means, considering satire, sarcasm, irony, and understatement
- Determine what the text literally and figuratively states
- Develop a topic
- Differentiate and critique opposing viewpoints
- Discuss and question the argument and evidence
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- Draw from and build on the ideas of others in a discussion
- Draw inferences using implicit and explicit text evidence
- Draw information from primary and secondary sources, and provide a conclusion
- Effectively participate in one-on-one, group, and teacher-led discussions
- Effectively select, organize, and analyze content
- Encourage others to participate in a discussion or collaborative activity
- Engage as an active listener and participant
- Establish goals and roles for group members and adhere to assigned roles
- Evaluate the credibility and accuracy of each source

- Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant
- Examine and communicate complex ideas, concepts, or information clearly and accurately
- Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)
- Explain how the order in which each is presented in the text impacts the overall text
- Explain the difference between the literal and the actual meaning as it pertains to the author's purpose
- Format effectively
- Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective
- Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction
- Identify and assess the point of view
- Identify false statements or evidence, judging if any of the speaker's reasoning is misleading
- Incorporate analysis of textual evidence to further content
- Incorporate new synthesized ideas into discussion
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Listen to and assess multiple sources of information in diverse formats and media
- Make certain that a variety of possible arguments have been heard
- Make inferences through the use of details, word choice, and literary elements regarding the thematic development
- Make personal connections, connections to other texts, and/or global/historical connections when relevant
- Manage a long-term research project that incorporates research, reflection, and revision
- Organize graphics
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience
- Participate in polite and democratic discussions and decision-making activities.
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
- Prepare for discussions
- Present information clearly, concisely, and logically
- Provide multimedia when useful
- Read and research materials beforehand
- Recognize supporting details for themes/central ideas
- Refer to evidence from texts and other research
- Respect and promote diverse perspectives in a discussion or collaborative activity
- Respond thoughtfully
- Self-monitor the work and assign specific tasks as needed

- Set guidelines for class discussions
- Speak with clear pronunciation
- Summarize where others agree and disagree with ideas and perspectives
- Support inference using several examples from the text
- Synthesize research gathered over shorter time frames into a long-term research project
- Trace the etymology of words
- Understand and practice revision techniques
- Understand that language and appropriate usage changes
- Understand the difference between formal and informal presentations and demonstrate a command of formal English
- Understand writing as a process rather than a product
- Use context clues to derive word meaning
- Use correct eye contact
- Use evidence from sources/text to prove fallibility in speaker’s reasoning
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose. Supply evidence in order to inform the audience
- Use the text to draw conclusions
- Use transitions and syntax to link together the major sections of the text
- Utilize and incorporate appropriate grammar and usage in writing and speaking
- Utilize multiple sources of information in order to make decisions
- Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation
- Write a concluding paragraph or section that supports the information presented
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences
- Write using a variety of task-appropriate syntaxes

Standards

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| ELA.L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. |
| ELA.L.SS.11–12.1.B | Observe hyphenation conventions. |
| ELA.L.SS.11–12.1.C | Recognize spelling conventions. |
| ELA.L.VL.11–12.3.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. |
| ELA.L.VL.11–12.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| ELA.L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. |
| ELA.L.VL.11–12.3.D | Consult general and specialized reference materials (e.g., dictionaries, glossaries, |

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| | thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| ELA.L.VL.11–12.3.E | 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). |
| ELA.L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| ELA.L.VI.11–12.4.B | Analyze nuances in the meaning of words with similar denotations. |
| ELA.L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text. |
| ELA.L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. |
| ELA.RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| ELA.RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| ELA.RL.IT.11–12.3 | Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| ELA.RL.TS.11–12.4 | Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. |
| ELA.RL.PP.11–12.5 | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). |
| ELA.W.IW.11–12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| ELA.W.IW.11–12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |
| ELA.W.IW.11–12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| ELA.W.IW.11–12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| ELA.W.IW.11–12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| ELA.W.NW.11–12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| ELA.W.NW.11–12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| ELA.W.NW.11–12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of |

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| | mystery, suspense, growth, or resolution). |
| ELA.W.NW.11–12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| ELA.W.NW.11–12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| ELA.W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.11–12.7 | 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. |
| ELA.SL.PE.11–12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| ELA.SL.PE.11–12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| ELA.SL.PE.11–12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| ELA.SL.PE.11–12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| ELA.SL.II.11–12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| ELA.SL.ES.11–12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| ELA.SL.PI.11–12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| ELA.SL.AS.11–12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

Instructional Tasks/Activities

- Analyzing adaptations of contemporary fiction works
- Discussing the impact of technology and digital media on storytelling
- Exploring the intersection of contemporary fiction with other forms of media (film, television, digital storytelling)
- Multimedia projects: creating book trailers, analyzing film adaptations

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should

be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Any other piece of fiction selected by the teacher and appropriate to the level of artists in the classroom
- The Hunger Games series - novels and films
- There are a number of other short stories, novels, and graphic novels that can be discussed as well: Marvel and DC comics, Harry Potter, multiple works by Stephen King, etc.