

# Unit 03: Science or Fiction?

Content Area: **English**  
Course(s): **ELA 7**  
Time Period: **Marking Period 3**  
Length: **11 weeks**  
Status: **Published**

## Summary

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In this 11-week unit, short stories are used to help introduce the elements of Science Fiction as a genre (setting, technology, government, and characters) in tandem with an anchor text, *The Giver*. In addition to exploring concepts of utopia versus dystopia, students study the elements of drama and craft a synthesis essay using multi-media sources to support a claim with evidence and explanation.

## Standards

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### Priority Content Standards

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ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums,

including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
ELA.W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
ELA.W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.IW.7.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
ELA.W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL	Speaking and Listening
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others'

ideas and expressing their own clearly.

ELA.SL.II.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

## Supplemental Content Standards

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ELA.L.SS.7.1

Demonstrate command of the system and structure of the English language when writing or speaking.

ELA.L.KL.7.2

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELA.L.VL.7.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.L.VI.7.4

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.RL.CR.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

ELA.RI.CR.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

ELA.RL.IT.7.3

Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

ELA.RI.IT.7.3

Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

ELA.RL.PP.7.5

Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

ELA.W.AW.7.1

Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

ELA.W.AW.7.1.B

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

ELA.W.AW.7.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELA.W.AW.7.1.D

Establish and maintain a formal style/academic style, approach, and form.

ELA.W.IW.7.2

Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA.W.IW.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

ELA.W.WP.7.4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

ELA.W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELA.W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Interdisciplinary Connections (Standards)**

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Sociology: Lack of Diversity (sameness)

Government: Elimination of Social Classes, Lack of Choice & Freedoms, Structure of a Hierarchy

Historical: Removal of "Constitutional Rights", Overpopulation

Science: Genetic Mutation/Manipulation

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MATH.K-12.2

Reason abstractly and quantitatively

Mathematically proficient students make sense of quantities and their relationships in

problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

MATH.K-12.3

Construct viable arguments and critique the reasoning of others

MATH.K-12.4

Model with mathematics

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.

Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MATH.K-12.6

Attend to precision

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MATH.K-12.7

Look for and make use of structure

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$  older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

MATH.K-12.8

Look for and express regularity in repeated reasoning

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle

school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$  and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

## Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Standards

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations

## Stage I: Desired Results

STAGE I Desired Results
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none"> <li>• identify the different elements of science fiction (STGC)</li> <li>• focus on identifying those elements throughout <i>The Giver</i>, short stories,</li> <li>• consider the ideas of utopia and dystopia, while drawing connections to our current society.</li> </ul>
<b><i>Mastery</i></b>

## Big Ideas/Enduring Understanding

*Students will understand that...*

- There are common elements of science fiction.
- Science fiction as a genre, is a commentary on the problems of today.
- Societal structures have the power to promote or limit freedom, choice, and desire.
- Elements of drama
- Synthesize from diverse sources to establish a claim supported by organized evidence and explanation.
- Different sources/ authors express similar concepts in diverse ways.

## Essential Questions

- How does science fiction reflect the issues of today's society?
- What specific elements specifically make a story a science fiction story?
- How can societal structure have the power to promote or limit freedom, choice, and desire?
- How can society balance individualism with responsibility to the community?
- Think of our current society – what aspects of utopia and dystopia do we have?
- When should one conform to the wishes or rules of others?
- How do personal choices impact a society?
- How does genre impact readers' expectations?
- How does drama expand or limit the interaction with a text?
- Which core themes may be commonly recurring within the genre of science fiction?

## **Acquisition**

*Students will know . . .*

- How to identify elements of science fiction throughout a text.
- The characteristics of dystopia and rationalize the reasoning behind a government's choice.
- How to define and identify symbolism throughout the text.
- How elements of science fiction (especially technology) are essential to storytelling in the genre.
- The elements of drama and how they are used to tell a story
- How to synthesize new thought from evidence collected from diverse sources.

*Students will be skilled at . . .*

- Identifying elements of science fiction and using text evidence to support claims.
- Forming logical arguments to either prove/disprove the rationale behind a government's decisions.
- Identifying symbolism examples and using text evidence to support claims.
- Identifying the elements of drama and how they are used to tell a story
- Synthesizing key points from across diverse sources in order to develop a claim and support it with text evidence/ explanation

## Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> <li>• Create Resource Guided Notes (Elements of Science Fiction, Elements of Drama)</li> <li>• Do Now: Written Response (teacher selected RACE response)</li> <li>• Memory Investigation: Memories Matter</li> <li>• Text-dependent responses</li> <li>• Discussion Questions</li> <li>• Discussion Groups</li> <li>• Character Chart</li> <li>• What's in a Name Activity</li> <li>• Acting/ Reading Teleplay (Drama)</li> <li>• Vocabulary Terms/ Definitions - Student Created Study Tools (Study Stack, Quizlet, etc.)</li> <li>• Study Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Test Ch. 1-6</li> <li>• Test Ch. 7-14</li> <li>• Test Ch. 15- 23</li> <li>• Reading Checks</li> <li>• Vocab Quizzes</li>   <li>• Ch. 1-5 Assessment</li> <li>• Ch. 6-10 Assessment</li> <li>• Ch. 11-16 Assessment</li> <li>• Ch. 17-23 Assessment</li>   <li>• Synthesis Essay: science, technology, or social media</li> </ul>

## Modifications

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STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> <li>• Bold key words</li> <li>• RACECES: samples with rubric, graphic organizers provided</li> <li>▪ Graphic Organizers/Guided notes with fill in the blank</li> <li>▪ GimKit/Blooket Review Games</li> <li>▪ Color coding key materials</li> <li>▪ Rephrasing or rewording questions.</li> <li>▪ Read material aloud as needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fewer multiple choice options</li> <li>▪ Bold key words</li> <li>▪ Drop down for vocabulary assessments</li> <li>▪ RACECES graphic organizers</li> <li>• Sentence starters for writing</li> <li>▪ Read material aloud as needed</li> <li>• Spacial separation for material</li> </ul>

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| <ul style="list-style-type: none"><li>▪ Modified study guides</li><li>▪ Alternate text versions if applicable</li></ul> |  |
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## **Acceleration**

Accelerated learners will be challenged to refine their essay writing to include higher level writing conventions and more nuanced discussions linking themes, motifs, and synthesizing implications from their findings.

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## **Stage III: Learning Plan**

Weekly, students may be assigned:

- Everyday Edits that correspond to events on the calendar or on anniversaries of historical events.
  - Journals that will be assigned and collected in a portfolio style manner.
  - Nonfiction articles of current events or student choice.
  - Sustained silent reading.
  - Prefix, Suffix, and Root Word Exploration.
  - Assessments based on Content Relevant Vocabulary.
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- Week 10A: Synthesis Essay
  - Week 11A: Synthesis Essay
  - Week 1A: Introduction to Elements of Science Fiction (KWL Chart)
  - Week 1B: Sci-Fi Resource
  - Week 1C: Elements of Sci-Fi Stations (Pre-Reading Stations )
  - Week 1D: Read All Summer in a Day
  - Week 2A: Anticipation Guide for Giver/ Intro Vocab Ch.1-3
  - Week 2B: Close Read The Giver Chapters 1-2 (With Graphic Organizers)
  - Week 2C: STGC Investigation Activity Frayer Model (element examples emerging from story)
  - Week 2D: Introduce Elements of Drama
  - Week 2E: Sci-Fi Friday (Intro The Monsters Are Due on Maple Street Characters/ Flashlight Activity)
  - Week 3A: Read The Giver Ch. 3-6
  - Week 3B: Blue-Eyed Humans Have a Single Common Ancestor (After Ch.3)
  - Week 3C: Intro Symbolism (Nearpod) Resource
  - Week 4A: Denmark Baby Names InfoText Article (Chapter 6)
  - Week 4B: The Giver Study Guide Ch. 1-6
  - Week 4C: Sci-Fri Friday (Continue Reading The Monsters Are Due on Maple Street Teleplay)
  - Week 4D: Test on The Giver Ch.1-6
  - Week 5: Resource: Dystopia

- Week 5A: Read The Giver Ch. 7-10 with Graphic Organizers
- Week 5B: Sc-Fi Friday (Finish Reading The Monsters Are Due on Maple Street Teleplay)
- Week 6A: Read The Giver Ch 10-14 with Graphic Organizers
- Week 6B: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)
- Week 7A: Read The Giver Ch. 14 with Graphic Organizers
- Week 7B: Study Guide The Giver Ch. 7-14
- Week 7C: Test on The Giver Ch. 7-14
- Week 7D: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)
- Week 8A: Read The Giver Ch. 15-18 with Graphic Organizers
- Week 8B: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)
- Week 9A: Read The Giver Ch. 19-23 (Finish Novel) with Graphic Organizers
- Week 9B Study Guide for Ch. 15-23
- Week 9C: Test on The Giver Ch. 15-23
- Week 9D: Intro Synthesis Essay

## **Modifications**

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- Differential instructional methods
- Rephrasing content
- Demonstrating (modeling) desired outcomes.
- Checking understanding.
- Alternative forms of assessing knowledge and skill acquisition (oral responses)
- Modified graphic organizers/outlines/checklists
- Visual aids
- Alternate versions of texts offered along with digital versions
  - [The Giver](#) by Lois Lowry audiobook
  - [The Giver](#) by Lois Lois Lowry graphic novel

### **Week 1A: Introduction to Elements of Science Fiction (KWL Chart)**

- Provide students Graphic organizers.
- Reduce number of student responses on answers.
- Model examples of elements of Science Fiction.

### **Week 1B: Sci-Fi Resource**

- Identify elements of Sci-Fi (STGC) with movie trailers.
- Provide students with guided notes.

- Read story aloud to students, audio book, reduce number of written responses required in G.O.

### **Week 1C: Elements of Sci-Fi Stations (Pre-Reading Stations )**

- Review STGC in Sci-Fi
- Provide students with Graphic Organizers.
- Read aloud material to students.
- Allow group work with stations.
- Reduce number of required responses.

### **Week 1D: Read All Summer in a Day**

- Provide students with graphic organizers.
- Read story aloud to students or audio book.
- Reduce number of required responses.
- Illustrate and discuss STGC found in the story.

### **Week 2A: Anticipation Guide for Giver/ Intro Vocab Ch.1-3**

- Provide students with graphic organizers.
- Reduce number of responses for students.
- Illustrate connections to Sci-fi through anticipation guide.
- Introduce vocabulary in chunks, read words aloud.

### **Week 2B: Close Read The Giver Chapters 1-2 (With Graphic Organizers)**

- Review STGC.
- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 2C: STGC Investigation Activity Frayer Model (element examples emerging from story)**

- Review materials from previous week.
- Provide students with discussion of Frayer Model, show application to story.
- Graphic Organizer for students.
- Reduce number of responses for students.

### **Week 2D: Introduce Elements of Drama**

- Provide graphic organizer for students.
- Guided notes with fewer written responses required.

### **Week 2E: Sci-Fi Friday (Intro The Monsters Are Due on Maple Street Characters/ Flashlight Activity)**

- Review STGC aspects of Sci-Fi
- Provide students with graphic organizers.
- Reduce written response requirements.

### **Week 3A: Read The Giver Ch. 3-6**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 3B: Blue-Eyed Humans Have a Single Common Ancestor (After Ch.3)**

- Provide students with graphic organizers.
- Read article aloud.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.
- -Illustrate connections to *The Giver*

### **Week 3C: Intro Symbolism (Nearpod) Resource**

- Provide guided notes on Symbolism.
- Provide students with graphic organizers.
- Reduce number of required responses as necessary.

### **Week 4A: Denmark Baby Names InfoText Article (Chapter 6)**

- Read article aloud.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 4B: The Giver Study Guide Ch. 1-6**

- Provide students with graphic organizer.
- Complete study guide together as a class to ensure students have proper study materials.
- Shorten responses or provide multiple choice selections.
- Possibly allow students to use Study Guide on assessment

### **Week 4D: Sci-Fri Friday (Continue Reading The Monsters Are Due on Maple Street Teleplay)**

- Read teleplay aloud.
- Provide students with graphic organizers.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 4E: Test on The Giver Ch.1-6**

- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.
- Provide multiple choice selections.
- Possibly allow students to use Study Guide.

### **Week 5: Resource: Dystopia**

- Identify elements of Dystopia
- Provide students with guided notes.
- Provide students with graphic organizer.
- Reduce number of written responses required in G.O.

- Illustrate connections to "The Giver"

### **Week 5A: Read The Giver Ch. 7-10 with Graphic Organizers**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 5B: Sc-Fi Friday (Finish Reading The Monsters Are Due on Maple Street Teleplay)**

- Read teleplay aloud.
- Provide students with graphic organizers.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 6A: Read The Giver Ch 10-14 with Graphic Organizers**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 6B: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)**

- Provide students with graphic organizers.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 7A: Read The Giver Ch. 14 with Graphic Organizers**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students
- Provide students with sentence starters as required for written responses.

### **Week 7B: Study Guide The Giver Ch. 7-14**

- Provide students with graphic organizer.
- Complete study guide together as a class to ensure students have proper study materials.
- Shorten responses or provide multiple choice selections.
- Possibly allow students to use Study Guide on assessment

### **Week 7C: Test on The Giver Ch. 7-14**

- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.
- Provide multiple choice selections.
- Possibly allow students to use Study Guide.

### **Week 7D: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)**

- Provide students with graphic organizers.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 8A: Read *The Giver* Ch. 15-18 with Graphic Organizers**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 8B: Sci-Fi Friday (Video Comparison, Elements of Sci-Fi)**

- Provide students with graphic organizers.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 9A: Read *The Giver* Ch. 19-23 (Finish Novel) with Graphic Organizers**

- Provide students with graphic organizers.
- Read book aloud or provide audiobook.
- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.

### **Week 9B Study Guide for Ch. 15-23**

- Provide students with graphic organizer.
- Complete study guide together as a class to ensure students have proper study materials.
- Shorten responses or provide multiple choice selections.
- Possibly allow students to use Study Guide on assessment

### **Week 9C: Test on *The Giver* Ch. 15-23**

- Reduce number of responses for students.
- Provide students with sentence starters as required for written responses.
- Provide multiple choice selections.
- Possibly allow students to use Study Guide.

### **Week 9D: Intro Synthesis Essay**

- Provide graphic organizers for students.
- Provide exemplar responses for students as a base for the written responses.
- Chunk material, go section by section.
- Provide sentence starters.

### **Week 10A: Synthesis Essay**

- Review material
- Provide graphic organizers for students.
- Reduce number of written response sentences for students.
- Provide sentence starters for each section.
- Peer editing/writers checklists

- Provide conference time for students as they are writing.

### **Week 11A: Synthesis Essay**

- Continue to review material
- Provide graphic organizers for students.
- Reduce number of written response sentences for students.
- Provide sentence starters for each section.
- Peer editing/writers checklists
- Provide conference time for students as they are writing.
- Constructive criticism from students.

### **Acceleration**

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Build upon baseline expectations using supplemental, higher-Lexile texts (from curricular pool of short stories), encourage the use of higher level vocabulary and means of refinement for writing assignments. Exemplars may be presented to help promote advanced proficient/exceeding outcomes.

#### Research:

- Current Issues to Dystopian Concepts
- Etymology of Birth Names
- Unusual Laws Investigation

#### Writing:

- Memory Transmissions Writing Activity
- Character Dialogue
- Book Review

### **Diversity, Equity, & Inclusion**

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The topic of sameness developed in the anchor text of this unit offers an opportunity to explore themes of identity and individuality across several of the featured readings that complement *The Giver*. The dystopian elements we study touch upon additional themes of dehumanization, marginalization, and the importance of the individual and their unique contribution to a growing society. The sameness described in the text eschews any differences, imposing a sort of arrested development within the Community. They do not grow or change, repeating the same mistakes. Compared to the novel, diversity and inclusion are examined as essential elements for societal growth and prosperity. In contrast to the community in the novel, differences are seen as

something to be lauded and celebrated.

## Specific Resources for Unit

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Intro To Science Fiction:

- Resource
- Station Activity:
  - Nearpod
  - [Close Read](#)
  - [Story Starter](#)
  
- [“The Naming of Names” by Ray Bradbury](#)
- [“All Summer in a Day” by Ray Bradbury](#)
- [“Examination Day”](#) by Henry Slesar
- [“Drones Put Spying Eyes in The Sky”](#) by Stephen Ornes (Commonlit)
- [“Herd Behavior”](#) by Commonlit Staff
- [“Total Control in North Korea”](#) by Jessica Birney (Commonlit)
- *The Giver* by Lois Lowry (novel)
- [The Giver](#) (graphic novel)
- [The Giver](#) chapter by chapter audio (YouTube Channel: Mr. Koch)
  - [Anticipation Guide: Student Choice](#)
  - [Ch 1 GO](#)
  - [Ch 2 GO](#)
  - [Ch 3 GO: \(graphic novel\)](#)
  - [Ch 4 GO](#)
  - [Ch 5 GO](#)
  - [Ch 6 GO](#)
  - Symbolism Nearpod
  - [Study Guide: ch 1-6](#)
  - [ASMT: Giver ch 1-6 \(modified\)](#)
    - [ASMT: Giver ch 1-6](#)
  - [Ch 7 GO](#)
  - [Ch 8 GO](#)
  - [Ch 9 GO \(graphic novel\)](#)
  - [Ch 10 GO](#)
  - [Ch 11 GO](#)
  - [Ch 12 GO](#)
  - Dystopia Nearpod

- [Ch 13 GO](#)
- [Ch 14 GO](#)
- [Ch 15-16 GO](#)
- [Ch 17 GO](#)
- [Ch 18-19 GO](#)
- [Ch 20-21 GO](#)
- [Ch 22-23 GO](#)
- [Giver: Study Guide](#)
- [ASMT: Giver](#)
  - [Modified](#)
- [Giver: movie vs. novel](#)
- ["The Monsters are Due on Maple Street"](#) from The Twilight Zone (Teleplay Script)
  - [Anticipation Guide](#)
  - Cause & Effect Activities
- Symbolism Resource
- Elements of Drama Powtoon/ Resources
- Article, ["Blue-Eyed Humans Have a Single Common Ancestor"](#) (After Ch.3)
- Article, ["Picked baby's name? Not so fast, in Denmark"](#) (After Ch.6)

## **Technology Integration**

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Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of software and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.