

Grade Level: 10

Subject: ELA

Designer: Abigail Noldy

Unit Title: *Fahrenheit 451***Stage 1 – Desired Results****Established Goals:**

CCSS 9-10 Reading 1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS 9-10 Reading 1.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS 9-10 Writing 1.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NCTE 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NCTE 8: Students use a variety of technological and information resource (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Understandings:***Students will understand that:***

- How the common conventions of literature, specifically science fiction function.
- How to thoroughly and thoughtfully read and interpret a fiction text.
- How to decipher unfamiliar terms in a text using context clues.
- That they have the ability to draw attention to societal issues and create change through writing as well.

Essential Questions:

1. What is true happiness?
2. How does knowledge or lack of knowledge contribute to that state?
3. What is the value of being able to think, interpret, and evaluate freely?
4. Are there any legitimate reasons to ban a book?

Students will know . . .

- The language used in this text.
- The purpose of the author through this text.
- The value of this text as a reference.

Students will be able to...

- Identify themes within a text.
- Recognize and define elements of dystopian fiction.
- Distinguish the social context in which this narrative was written from.
- Identify features of a dystopian society.

Stage 2 – Assessment Evidence**Performance Tasks:****Other Evidence:**

Stage 3 – Learning Plan

Lesson Plan	Learning Outcomes	Assessments	Instructional Strategies
	Students will be able to:		
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