**College Reading & Writing I**

**Unit 4: Law, Order & Society**

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| Unit name/number:  **Unit 4: Law, Order & Society** | | | Instructional Days:  Quarter 4 |
| Essential question(s):  ***How do laws help to create order in a society? How do they limit personal freedom?*** | | | |
| Unit Summary:  In this unit, students will demonstrate proficiency in the use of various metacognitive reading strategies to improve comprehension, using a variety of complex, short non-fiction texts and *Fahrenheit 451*. Additionally, they will produce an explanatory essay on a major theme in the text as it relates to one of the essential questions. Finally, students will practice using argument and persuasion in their writing and speaking through several short, focused, on-demand tasks, culminating in a persuasive speech. | | | |
| Standards addressed (focus standards) – use numbers to identify  RL9-10.1-7  RL9-10.9-10  RI9-10.1-6  RI9-10.9  W9-10.2  W9-10.4-6  W9-10.9  W9-10.10  SL9-10.1-6 | | | |
| Student objectives/skills (what will students be able to do at the end of the unit?):   * Read and analyze literary and short non-fiction texts * Employ close reading skills: annotating, questioning, summarizing, activating prior knowledge, predicting, connecting, reflecting, etc. * Answer text based questions, focusing on key ideas and details, craft and structure, and integration of knowledge and ideas while providing specific evidence from their reading in a variety of formats (seminars, written responses, etc.) * Unlock the meaning of significant words using various vocabulary strategies * Practice distinct persuasive speaking techniques—identify ethical, rational and emotional appeals; recognize fallacies; choose an appropriate tone; develop the claim and counterclaim fairly; supply evidence for each while pointing out the strengths and limitations of both; organize information to establish clear relationships * Research, plan, write, revise, edit, and deliver a persuasive speech * Plan, write, revise, and edit a short, thematic essay on *Fahrenheit 451* | | | |
| Learning progressions:  Before unit | During unit | After unit | |
| Academic vocabulary (Tier two):  *Fahrenheit 451* Vocabulary List | | | |
| Domain specific vocabulary (Tier three):  Argument, persuasion, tone, rhetorical appeals (emotional, rational, ethical), fallacies (hasty generalization, oversimplification, begging the question, ignoring the question, ad hominem, either/or, non sequitur, post hoc), syllogism, inductive reasoning, deductive reasoning | | | |
| Texts – literary, literary non-fiction, informational, film or other non-written texts:  **ANCHOR TEXTS**   * ***Fahrenheit 451*** * ***Historic speeche*s and essays from *Common Threads***   SUPPLEMENTARY TEXTS:  TEXT ACCESS POINTS:   * *Common Threads* Interactive ebook | | | |
| Learning Plan:  Days 1-2: Reading Skills  Days 3-4: Writing Skills: In-Class Short persuasive speaking and explanatory writing  Days 5-6: Extended Text Pre/Post-Reading Activities   1. Instructional strategies/activities    1. Reading: comprehension quizzes, character charts, graphic organizers, note-taking, active reading, summary and analysis, denotation and connotation, inferences and vocabulary in context (CSSD)    2. Writing: plot graph, modeling/ anchor activities, descriptive language, outlining, Yes Test formatting, sandwiching text, transitions    3. Speaking and Listening: short practice persuasive speeches, listening and analysis of historical speeches, print and video advertisements 2. Core shifts   Research: group research assignment, PowerPoint presentation  Compare/Contrast: song lyrics  Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions  Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3’s a crowd  Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations  Circle of Knowledge: group discussions, group projects/presentations, shared inquiry questions, parking lots, chalk talk  Inductive Learning: research assignments, Focus Correction Area writing, vocabulary strategies   1. Differentiation for struggling learners: Flexible grouping, mentor texts, topic choice, guided summaries 2. Differentiation for extension: Choosing a more sophisticated argument for *the* Argumentative Essay 3. Common misperceptions:  * Students may not understand common fallacies in spoken or written arguments | | | |
| Suggested interim assessments (benchmarks)   1. Focus Correction Area Writings 2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses 3. Explanatory Report Writing Process | | | |
| End of Unit Common Task:   1. Persuasive Speech 2. *Fahrenheit 451* Thematic essay 3. Quarterly assessment | | | |