

Course Name: English I Pre-AP
 Unit Name: Fahrenheit 451

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English I Pre AP Unit Name: Introduction to English I: Fahrenheit 451

Quality Core Objectives:

A.1. Reading Across the Curriculum	a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
	b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck’s novel <i>Of Mice and Men</i> and Dorothea Lange’s photographs)
A.5. Author’s Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison’s novel <i>The Bluest Eye</i>)
	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	d. Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

Course Name: English I Pre-AP

Unit Name: Fahrenheit 451

Purpose of the Unit: This unit introduces three goals for the year: To learn that writing is a process, to learn ways of analyzing short stories, and to develop group collaboration skills.

Prerequisites: Completed an eighth grade reading course

DAY	LESSON CONTENT AND DAILY FOCUS QUESTIONS	KNOWLEDGE OR COMPREHENSION ACTIVITIES	CRITICAL THINKING (HIGH YIELD LITERACY/LTF	ENGAGEMENT	ASSESSMENT AND/OR ACCOMODATIONS
1	A1, A2, A3, A4, A5, A7 How can I connect text with self?	ACT bell ringer Vocabulary: paradox, irony, symbolism, metaphor, imagery, allusion Fahrenheit 451 anticipation guide	Students will agree or disagree with a series of statements based on situations that are present in Fahrenheit 451	After determining their position for each statement, students will explain their positions, creating a class debate.	Participation in agree-disagree activity Exit slip: explain the quote "If they give you ruled paper, write the other way".
2	A1, A2, A3, A4, A5, A7 How do I close read and annotate text for better understanding?	ACT bell ringer Vocab: paradox, irony, symbolism, mataphor, imagery, allusion "How to do a close reading" article	Teacher models whole-class annotation of an excerpt from F451	Think-pair-share annotation of excerpt from F451	Annotate F451, part 1, for the following: paradox, irony, and symbolism (homework) Construct 3 questions over part 1 (HW)
3	A1, A2, A3,	ACT bellringer	Text-to-text	Discuss findings,	Part 1 annotations

Course Name: English I Pre-AP

Unit Name: Fahrenheit 451

	A4, A5.,A7 How do I close read and annotate text for better understanding?	Vocab: paradox, irony, symbolism, metaphor, imagery, allusion	Text-to-self Student-led discussion in Socratic Seminar-type setting	questions, annotations from F451, part 1	and questions Participation in discussion Bloom's questions over Beatty's speech (pp. 54-63) HW
4	A1, A2, A3, A4, A5.,A7 How can I relate text to another text?	ACT bellringer TPCASTT poetry analysis strategy Vocab: direct and indirect characterization	Teacher models whole-class annotation of TPCASTT poetry analysis of "The Mask" by Paul Lawrence Dunbar	In groups of 4 students analyze "The Mask" using the TPCASTT model	Completed TPCASTT analysis Annotate F451, part 2 (HW) for direct and indirect characterization
5	A1, A2, A3, A4, A5.,A7 How do good writers develop characters?	ACT bellringer Vocab: direct and indirect characterization	Students will analyze how Bradbury develops characters by citing examples of direct and/or indirect characterization from the text	Discuss F451, part 2	Part 2 annotations Participation in discussion
6	A1, A2, A3, A4, A5.,A7 What do we value as a society and as individuals?	ACT bellringer "Problematic Situation"	Problem solving and decision making skills: students will approach text from different perspectives and connect text to their priorities and values	Once each student has ranked items from most to least important and given a rationale for their top 5 items, they will work in	Group participation and presentations Annotate F451, part 3 (homework)

Course Name: English I Pre-AP

Unit Name: Fahrenheit 451

				groups of 4 to come to a consensus on the top 5 items	
7	A1, A2, A3, A4, A5, A7, A8 How can I enhance my and others' understanding of text through questioning and discussion?	ACT bell ringer Socratic Seminar Power Point, guidelines, and rubric	Students will view and discuss Socratic Seminar Power Point, guidelines, and rubric	Students will compose at least 5 questions to contribute to the Socratic Seminar	Socratic Seminar Questions Part 3 annotations
8	A1, A2, A3, A4, A5, A7 How can I enhance my and others' understanding of text through questioning and discussion?	ACT bell ringer Socratic Seminar guidelines and rubric	The Socratic Seminar is completely student led. Students will pose their questions, use their annotations, and refer to text to generate a discussion.	Students will participate in Socratic Seminar	Participation in Socratic Seminar Socratic Seminar questions
9	A1, A5, A7,	ACT bell ringer Literary terms: simile, metaphor, allusion, symbol, personification,	Carousel Activity to review literary terms and themes	Students will work in groups to provide examples from the text of various literary devices	Participation in carousel activity

Course Name: English I Pre-AP

Unit Name: Fahrenheit 451

		paradox, theme			
10	A1, A2, A3, A4, A5.,A7	ACT bell ringer F451 Exam	F451 Exam: multiple-choice, short answer, and essay	Students will apply their knowledge of various literary terms and their understanding of various themes to formulate and defend their answers.	F451 Exam