

# College Literature and Writing *Brave New World* Unit: Transformational Thinking

DURATION OF UNIT: 30 days

## 11.3 Technology: Potential for enhancing human life

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p><u>Theme:</u></p> <ul style="list-style-type: none"> <li>The role of technology in society</li> <li>Unintended consequences</li> <li>Man's potential for transforming his world is limitless</li> <li>Technology has the potential to enhance and extend human life</li> </ul> <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> <li>Role of technology</li> <li>Genetic engineering</li> <li>Cloning</li> <li>Unintended consequences</li> <li>Appreciating human life</li> <li>Family Values</li> </ul> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What issues are involved in creating, lengthening, and improving life?</li> <li>What is technology's role in society?</li> <li>What are the trade-offs</li> </ul>	<p><i>1.1.1-1.1.8</i></p> <p><i>1.2.1-1.2.4</i></p> <p><i>1.3.1-1.3.7</i></p> <p><i>1.4.1-1.4.7</i></p> <p><i>1.5.1-1.5.5</i></p> <p><i>2.1.1-2.1.7, 2.1.10-2.1.13</i></p> <p><i>2.2.1-2.2.3</i></p> <p><i>2.3.1-2.3.8</i></p> <p><i>3.1.2-3.1.4, 3.1.5-3.1.10</i></p> <p><i>3.2.1, 3.2.2, 3.2.4, 3.2.5</i></p> <p><i>3.3.1-3.3.3, 3.3.6</i></p> <p><i>3.4.1-3.4.4</i></p> <p><i>4.1.1 - 4.1.5</i></p> <p><i>4.2.1-4.2.4</i></p>	<p><u>Summative Assessment (at the end of the unit):</u></p> <ul style="list-style-type: none"> <li>Grant Writing Project</li> <li>Present Grant Writing Project (rubric attached)</li> </ul> <p><u>Formative Assessments (throughout the unit):</u></p> <ul style="list-style-type: none"> <li>Comparison/Contrast Writing</li> <li>ACT Grammar</li> <li>Responding to Reading</li> </ul>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Skimming text for essential information</li> <li>Analyze text for:               <ul style="list-style-type: none"> <li>Main ideas and authors approach</li> <li>Supporting details</li> <li>Sequential, comparative, and cause/effect relationships</li> <li>Meanings of words</li> <li>Generalizations and conclusions</li> </ul> </li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Prepare a proposal</li> <li>Using language appropriate for purpose and audience</li> <li>Grammar &amp; Rhetoric</li> <li>Cite sources using MLA</li> <li>Evaluate own writing</li> <li>Create organizational coherence and flow</li> <li>Research skills</li> <li>Write text that:               <ul style="list-style-type: none"> <li>Focus on the topic</li> <li>Organizes ideas</li> <li>Uses language effectively</li> </ul> </li> </ul>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>Ask Questions</li> <li>Determine Importance</li> <li>Sythesize</li> <li>Infer</li> <li>Make Decisions</li> <li>Visualize</li> <li>Chapter Log</li> <li>Bookmarks</li> <li>Think-Write-Pair-Share</li> <li>Reader's Theater</li> <li>Oral Reading</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>Compare/contrast writing</li> <li>Grant writing</li> <li>Proofreading checklist</li> <li>Note-taking</li> <li>Use the writing process</li> </ul>	<p><u>Anchor Text(s):</u> <i>Brave New World</i> Mary Shelley</p> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>"The world is too much with us" Wordsworth</li> <li>"Essay on Man" Alexander Pope</li> </ul> <p><u>Short Stories:</u></p> <ul style="list-style-type: none"> <li>"August 2026: There will come a soft rain" Ray Bradbury</li> <li><i>The Lorax</i> Dr. Seuss</li> </ul> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none"> <li>"The Outsourced Brain" David Brooks</li> <li>"Souls On Ice: America's Embryo Glut and the Wasted Promise of Stem Cell Research" Lisa Mundy</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li><i>Frontline: Growing up online</i> PBS, segments 5 &amp; 6</li> <li><a href="http://www.pbs.org/wgbh/pages/frontline/shows/organfarm/">http://www.pbs.org/wgbh/pages/frontline/shows/organfarm/</a></li> <li><a href="http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html">http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html</a></li> <li><a href="http://www.pbs.org/saf/1209/index.html">http://www.pbs.org/saf/1209/index.html</a></li> <li><a href="http://unitedstreaming.com">http://unitedstreaming.com</a></li> </ul>

<p>for technological advances?</p> <ul style="list-style-type: none"> <li>• What role will I play in future technology? Question it, consume it, or help to create it?</li> <li>• What role does technology play in sustaining human life?</li> </ul>			<p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• View media segments for information, perspectives, and possibilities</li> <li>• View and evaluate an interpretation of the text</li> <li>• Listen for information</li> <li>• Finding intersections between visual media and students' own life</li> <li>• Apply presentation skills and protocols</li> <li>• Plan based on audience and purpose</li> <li>• Use techniques and media to enhance and enrich your message</li> <li>• Evaluate the quality and relevance of the message</li> </ul>	<p><u>Speaking &amp; Listening:</u></p> <ul style="list-style-type: none"> <li>• You be the judge activity: <i>Life and Death in the War Zone</i>  <a href="http://www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html">www.pbs.org/wgbh/nova/teachers/activities/3106_combatdo.html</a></li> </ul>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**TP=Teaching Plan**  
**APP=Appendix**  
**AST=Assessment CD**