

Unit 1 - Dystopian Literature (Summer Reading)

Content Area: **English**
Course(s): **Advanced Placement English IV**
Time Period: **September**
Length: **1**
Status: **Published**

Enduring Understandings

- The individual's attitude and response to conflict and change impact his ability to prevail
- As we become a more global society, cultural influences, social reforms, and technological innovations influence our perceptions of good and evil and what is socially acceptable.

Essential Questions

- How would we define a dystopian society?
- What is the purpose and/or consequence of creating and maintaining a dystopian society?
- Why do people continue to pursue the concept of a dystopian society coming to fruition?

Standards/Indicators/Student Learning Objectives (SLOs)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

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Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

approach, focusing on addressing what is most significant for a specific purpose and audience.

- Draw inferences from the text, including determining where the text leaves matters uncertain.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |

Lesson Titles

- Consequences of Creating a Utopia - Real Life Examples of Big Brother through Non-Print Media (2 days)
 - 1984, BNW, and The Handmaid's Tale - Preparing a Debate (3 days)
 - The Handmaid's Tale - An In-Depth Examination of Text and a Review of Annotation on an AP Level (4 days)
 - Viewing Literacy and Critical Analysis - V for Vendetta and Writing a Comp/Contrast Paper (1 week)
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21st Century Skills and Career Ready Practices

Global perspectives

Critical Thinking & Problem Solving

Communication & Collaboration

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| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use |
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effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CAEP.9.2.12.C.2

Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

History

- Short lessons specific to the time period of the literature that is being studied. (Vietnam, Renaissance, Anglo-Saxon, Mid-Century American life, Victorian Era)

SOC.9-12.1.3.1

Distinguish valid arguments from false arguments when interpreting current and historical events.

SOC.9-12.1.4.1

Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Direct instruction and small group instruction

Student presentations on student-made MC AP-level questions

Independent reading with annotations and inferences

Socratic Seminars

Delsea One

SWAG

- Creating
- Evaluating

At Risk Modifications

Discuss challenges noticed in the student's work/behavior to assess the underlying issues

Develop a personalized plan between the teacher and student for late work/incorrect work

Refer the student to the appropriate services within the school system if the teacher-led modifications do not show results or changes.

Delsea One

SWAG

ELL Modifications

One-on-one tutoring during Delsea One office hours and after school hours

Provide study guide that is more specific to the student-interpretation of directions

Rewording of directions for clarification of unknown/unfamiliar words

Delsea One

SWAG

IEP & 504 Modifications

Providing one-on-one tutoring during Delsea One office hours and after school

Non-verbal redirection of behaviors

Teacher review and revision of class notes

Repetition and restatement of directions as needed/necessary

Delsea One

SWAG

G & T Modifications

Since this is a college-level, advance placement class that runs under a College Board approved curriculum, modifications will be implemented and decided on an as-needed, student-specific basis.

Encourage students to explore concepts in depth and encourage independent studies or investigations.

Delsea One

SWAG

Formative Assessment

None. Summer reading

Summative Assessment

Final copies of 3-4 page papers based on the summer reading prompts and activities.

In-class, short answer test on The Handmaid's Tale

Debate on dystopian societies

Benchmark (Assessments)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

1984

Brave New World

The Handmaid's Tale

V for Vendetta (DVD)

Article from 2006 "Why No Implant a Microchip?"

Recent articles on a company actually implaning a microchip