Unit 3

Content Area: **Language Arts Literacy**
Course(s): **Dystopian Novels**
Time Period: **November**
Length: **5 weeks**
Status: **Published**

Transfer

Enduring Understandings

The author communicates that a dystopian society is ruled by a group with a private agenda; there is no room for individuality within a dystopian society.

To develop an authentic dystopian society, authors create characters that are already undermining gender norms and are different from the “normal”.

Within dystopian societies, there are usually the stereotypical male and female roles. However, the rebels who go against the “norm” are usually strong and independent, regardless of gender.

An engaged learner is one who learns by doing, claims’ her voice, establishes , higher Order thinking, and makes real world connections

Individuals make choices everyday, whether big or small. The consequences of these choices can shape individuals and communities. It is important for individuals to make
choices that positively affect not only their lives but also the lives of others.

Essential Questions

What does the author communicate about the relationship between the individual and the

group in a dystopian society?

How does the author develop an “authentic” dystopian society?

What is the difference between the ways in which male and female characters are portrayed in a dystopian society?

What does it mean to be an engaged learner?

Why is it important to understand your role in society?

How do we make choices and how do those choices impact our community?

Content

Vocabulary

Vocabulary

Baying

Cantilevered

Superimposed

Amity

Incoherent

Jarringly

Erudite

Candor

Abnegation

Daunting

Learning Objectives

Identify components of utopian and dystopian societies to build knowledge of text.

Identify and evaluate authorial intent through dystopian texts to understand the author's purpose for writing.

Research and presentations of fallen societies vs. strong societies.

Write analytical/speculative essays about future, using evidence from readings and literature.

Create a mind map of their novel to discuss the characteristics of the books dystopia, main characters, plot, government discussed, etc.

Analyze how two or more texts address similar themes and how authors take varying approaches to a specific topic.

Cite textual evidence when interpreting a text to display comprehension and meta cognition.

Determine and analyze literary elements (theme, characterization, passages, point of view, word choice/figurative language, tone/mood, etc.) to build knowledge and comprehension.

Compare and contrast various texts to build knowledge and develop authentic point of view on a given topic.

Analyze how modern fiction draws on themes/events/characters from history/current events to make the connections between society and the text.

Navigate complex texts successfully through use of acquired reading skills and strategies.

Develop and strengthen writing by exercising complete writing process.

Analyze literature through various modes of writing to better comprehend the text.

Conduct short research on topics related to the fictional readings.

Engage in a range of collaborative discussions to display comprehension of text.

Integrate visual displays into presentations to become comfortable with public speaking.

Adhere to grammar and usage conventions to write correctly.

Resources

Maximum Ride Series: The Angel Experiment- James Patterson

Websites:

www.Scholastic.com

www.Historychannel.org

www.Readwritethink.org

http://www.mindmeister.com

www.ABCteach.com

Technology Integration:

IPads for research

Student created blog

Power point presentations

Standards

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course

	of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.b	Use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2.c	Spell correctly.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5.a	Interpret figures of speech (e.g., verbal irony, puns) in context.
CCSS.ELA-Literacy.L.8.5.b	Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy.L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.