

# Unit 2 - Dystopian Literature

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **15 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Dystopian Literature

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### Learning Objectives

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There will be an emphasis on providing textual evidence to support written and oral analysis of works of fiction and nonfiction, which will support further investigation into a work's main ideas, structure, use of figurative language, themes, characters, and their characterization. Questioning will be used to probe artist's thinking and require defense of any answer provided that is rooted in the text. Textual annotation will be taught through teacher modeling, leading to independent usage. Written assignments will be scaffolded over the course of the unit, beginning with facilitated thinking and group writing, moving to independent practice with artists receiving written feedback and active questioning during the writing process and producing increasingly extended and analytical responses.

- 3-5 short texts
- Argumentative writing
- At least one extended text
- Conduct discussions
- Report findings
- Research writing
- Routine Writing
- Study and apply grammar
- Study and apply vocabulary

### Essential Skills

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- Analytical Responses to Literary Criticism
- Mastery of Thesis Construction

- MLA Process
- The Argumentative Essay
- The Narrative Task
- The Research Simulation

## Language Skills

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- Acquire general academic words from content-specific written texts.
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk).
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking.
- Apply knowledge of language to understand how language functions in different situations.
- Consult reference materials to derive word meanings and correct pronunciation of words.
- Identify and use various types of phrases and clauses.
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level.
- Interpret and analyze the use of figurative language within a text.
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively.
- Understand the differences between a phrase and a clause and how to effectively use.
- Use a colon to introduce a list or quotation.
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses.
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Know and use standard English spelling conventions.
- Use context clues to derive word meaning ( connotation, denotation, word function and position).
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns.
- Vary sentence structure to convey specific meaning and interest in writing and presentation.

## Speaking and Listening Skills

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- Adapt speech delivery to audience and purpose.
- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity.
- Collaborate with peers.
- Continue to propel conversations by posing and responding to questions that connect to broader ideas.
- Draw from and build on the ideas of others in a discussion.
- Encourage others to participate in a discussion or collaborative activity.
- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.
- Establish goals and roles for group members and adhere to assigned roles.
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant.

- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective.
- Listen to and evaluate multiple sources of information in diverse formats and media.
- Participate in friendly discussions and decision-making activities.
- Prepare for discussions.
- Read and research materials beforehand.
- Refer to evidence from texts and other research.
- Reflect upon, evaluate and respond to comments made by peers during discussion.
- Respect and promote diverse perspectives in a discussion or collaborative activity.
- Set guidelines for class discussions.
- Summarize where others agree and disagree with ideas and perspectives.
- Use text/source to show fallibility within the speaker's argument.

## Writing Skills

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- Associate and correlate claim(s), counterclaim(s), reasons, and evidence.
- Choose a formal style and objective tone.
- Choose precise words and domain-specific vocabulary.
- Conduct research drawing on multiple sources.
- Decide what organization is most effective for purpose, audience, and task.
- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision.
- Determine how many facts, definitions, details, quotations and other information are needed.
- Determine writing task type and its appropriate organizational structure.
- Develop a topic.
- Develop and use appropriate planning templates.
- Develop unity and consistency with words and structure.
- Follow a standard format for citation (MLA, APA, etc.).
- Format effectively.
- Introducing a topic arranging ideas, concepts, and information to show interrelationships.
- Maintain an appropriate style and tone for the task – omitting personal bias.
- Organize graphics.
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have.
- Understand how much evidence is needed to satisfactorily support a point
- Use concise and effective language that supports the organization of the argument.
- Use relevant and sufficient facts, definitions, details, and quotes.
- Use sources that are appropriate to task, audience, and purpose.
- Use text evidence to develop analysis and enhance content of argument.

- Use transitions to link together the major sections of the text.
- Use various technological platforms to create and evaluate shared writing products.
- Utilize evidence to support analysis, reflection, and research.
- Write a concluding statement that supports the information presented.
- Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately.

## Reading Skills

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- Analyze character interactions as they develop plot.
- Analyze how details develop the theme/central idea.
- Analyze the text for inferred and literal meanings.
- Critically examine formal vs. informal tone.
- Critically examine how word choice impacts meaning. Critically examine how word choice impacts tone.
- Critically examine the author's overall purpose.
- Determine how the theme/central idea emerges and is refined or strengthened through key details.
- Distinguish text that provides strong support from unsupported, uncertain or insufficient text.
- Distinguish the difference between strong and insufficient (unreliable) details.
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience .
- Evaluate a theme and central idea.
- Evaluate and critically examine how an author has chosen to structure a text and order events within it.
- Evaluate cumulative impact of word choice.
- Evaluate simple and complex relationships and/or events and the effects on plot development.
- Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text.
- Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums.
- Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof.
- Formulate an objective (free of personal bias) summary of the text.
- Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot.
- Identify explicit and implicit textual evidence.
- Identify key words and evaluate figurative meaning. Identify key words and evaluate connotative meaning
- Make inferences using implicit and explicit details.
- Make personal connections, make connection to other texts, and or/make global connections where relevant.
- Provide an objective summary of the text.
- Study and evaluate multiple influential U.S. documents especially how they deal with similar themes

and concepts.

- Support inference using several examples from the text.
- Use direct quotes, paraphrase and summarize objectively.
- Use strong textual support to analyze how an author structures the text and develops ideas.
- Use strong textual support to demonstrate deeper understanding of characterization.
- Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected.
- Use the text to draw conclusions about the theme/central idea.

## Standards

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ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.AW.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.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.11–12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELA.W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.11–12.7	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 tasks, purposes.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	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.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Instructional Tasks/Activities

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- Class discussions.
- Collaborative activities.
- Mentor sentence emulation practice.
- Short written responses to reading and viewing.
- Teacher observation of progress within the research process.
- Vocabulary exercises (Content-related).
- Writing drafts.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions. Modifications and accommodations to this unit will be based upon individual artist's IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education services at Chartertech High School for the Performing Arts.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share



- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook

- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Honors Modifications**

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## **Resources**

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- "Running Man"
- "V for Vendetta"
- "Dirty Money" Documentary (Netflix)
- "Sicko" Documentary
- "Someone Might be Watching-an Introduction to Dystopian Literature" (CommonLit)
- "What the Health" Documentary