

# “Dystopian & Utopian Literature” CURRICULUM

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**ELA K-12 PRIORITY STANDARDS MAP**

K	1	2	3-5	6-8	9-12
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**READING FOUNDATIONAL SKILLS**

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

**READING**

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

**WRITING**

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

**SPEAKING AND LISTENING**

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

**ELA PRIORITY STANDARDS MAP**

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT		
HS Grade Level Priority Standards	Unit 1	Unit 2
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	X	X
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		X

## Course Information

### ENGLISH 11

CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 weeks
GRADE LEVEL	DATE LAST REVIEWED
11-12	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
English 9 & 10	12/11/2023

## DESIRED RESULTS

*What students will know and be able to do*

**COURSE DESCRIPTION AND PURPOSE:** Mankind has always sought after ways to organize itself into mutually beneficial groups. Some brave souls have proposed visions for perfectly organized societies. More recently, writers have taken a somewhat darker view, and portrayed societies that are failed utopias, or just altogether dysfunctional. Studying these works can teach us much about what we value in a society and in each other.

This course will include the exploration of utopian and dystopian ideas as depicted in various mediums: essays, poems, short stories, non-fiction texts, novels, films, podcasts, music, and art. Students will be involved in active, hands-on learning aimed at analyzing the role of individuals, groups and rules in society. By immersing students in numerous genres and texts, students will develop a capacity to understand and critique the world around them by analyzing parallels between the societies studied in class and their own lived experiences and observations.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>LITERATE INDIVIDUALS...</b></p> <p><b>READING:</b> Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> <li>How does a utopia evolve? What elements constitute a utopian society?</li> </ul>

individuals respond to varying expectations of audience, task, purpose, and discipline.

**WRITING:** Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

**SPEAKING:** Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

**LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

**LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

**CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

- To what extent does a fictional utopian society mirror the development of real life examples?
- How does a historic or literary utopia reflect the context in which it was created?

Unit 2:

- How does a dystopia evolve? What are the defining features of a dystopian society?
- What fears or observations about society and human nature do dystopian writers tend to express?
- How does a historic or literary dystopia reflect the context in which it was created?
- What connections exist between depictions of dystopian societies and real life?
- To what extent does the media shape our perceptions of the various issues raised in dystopian literature?

## PRIORITY STANDARDS

### READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

### WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

### SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their

own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

**LANGUAGE**

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

## Unit 1: The Role of the Individual/Society in Utopias

In this unit, students will explore the concept of a utopia using primary sources and literary texts to trace the successes, failures, and utilization of these enclaves. This unit will form a foundation for the study of dystopias in the second unit.

### DESIRED RESULTS

### ASSESSMENT EVIDENCE

#### Essential Questions

*Students will keep considering...*

- How does a utopia evolve? What elements constitute a utopian society?
- To what extent does a fictional utopian society mirror the development of real life examples?
- How does a historic or literary utopia reflect the context in which it was created?

#### Unit Priority Standards and Learning Targets

*Students will know and be able to...*

#### Assessment Evidence

*Performance is evaluated in terms of...*

*Students will show their learning by...*

#### READING

R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R6: Assess how point of view or purpose shapes the content and

- I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL)
- I can develop questions for deeper understanding and further exploration of a text. (RI&RL)
- I can analyze how authors employ point of view, perspective, and purpose to shape explicit and

#### Success Criteria Rubrics

- Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection

**Performance Task Description:** Students will complete one or more of the following assessments :

- Socratic Seminar
- On-Demand Essay Questions

<p>style of a text, drawing on a wide range of diverse texts.</p>	<p>implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p> <ul style="list-style-type: none"> <li>● I can explain how an author's geographic location, identity, and culture affect perspective.</li> </ul>	<p>→ Utopia Creation presentations with further analysis after unit</p> <p><b>Key Feedback &amp; Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modification: <ul style="list-style-type: none"> <li>○ Length of essay or project</li> <li>○ Providing sentence frames/starters</li> <li>○ Text complexity</li> <li>○ Extended time</li> </ul> </li> <li>● Extension: <ul style="list-style-type: none"> <li>○ Synthesis of multiple texts embedded in final product</li> <li>○ Additional longer-form texts</li> </ul> </li> </ul>
<p><b>WRITING Skills</b> W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>	
<p><b>SPEAKING &amp; LISTENING Skills</b> SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</li> <li>● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</li> <li>● I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.</li> <li>● I can propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives.</li> <li>● I can engage thoughtfully with 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.</li> <li>● I can present information, findings, and supporting</li> </ul>	



	<p>evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization.</p> <ul style="list-style-type: none"> <li>I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</li> </ul>	
<b>LANGUAGE Skills</b>		

<p><b>PRIMARY RESOURCE <i>if applicable</i></b>  <i>In this course, all class reads may include...</i></p> <ul style="list-style-type: none"> <li>A combination of literary and historic short stories, non-fiction essays, and primary sources.</li> </ul>
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**Unit 2: The Role of the Individual/Society in Dystopias**

Building on their knowledge of literary and historic utopias, students will read and analyze multiple short and long-form dystopian texts in order to further examine how the authors' fictional societies serve as cautionary tales to their own and future societies.

DESIRED RESULTS		ASSESSMENT EVIDENCE
<p><b>Essential Questions</b>  <i>Students will keep considering...</i></p>		
<ul style="list-style-type: none"> <li>How does a dystopia evolve? What are the defining features of a dystopian society?</li> <li>What fears or observations about society and human nature do dystopian writers tend to express?</li> <li>How does a historic or literary dystopia reflect the context in which it was created?</li> <li>What connections exist between depictions of dystopian societies and real life?</li> <li>To what extent does the media shape our perceptions of the various issues raised in dystopian literature?</li> </ul>		
<p><b>Unit Priority Standards and Learning Targets</b>  <i>Students will know and be able to...</i></p>		<p><b>Assessment Evidence</b>  <i>Performance is evaluated in terms of...            Students will show their learning by...</i></p>
<p><b>READING</b>            R1: Read closely to determine what the text says explicitly/implicitly and to make</p>	<ul style="list-style-type: none"> <li>I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences,</li> </ul>	<p><b>Success Criteria Rubrics</b>            → Rubrics indicate the specific success criteria by standard and are used throughout the learning process for</p>

<p>logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>including determining where the text is ambiguous. (RI&amp;RL)</p> <ul style="list-style-type: none"> <li>● I can develop questions for deeper understanding and further exploration of a text. (RI&amp;RL)</li> <li>● I can determine the meaning of words and phrases, including figurative and connotative meanings.</li> <li>● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</li> <li>● I can explain how an author's geographic location, identity, and culture affect perspective.</li> </ul>	<p>feedback and reflection</p> <p><b>Performance Task Description</b> - Students will complete one or more of the following assessments :</p> <p>→ Literary Analysis via on-demand writing, prepared writing, one-pagers, Socratic Seminar, ACT-style multiple choice questions, or creative response to the texts</p> <p><b>Key Feedback &amp; Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modification: <ul style="list-style-type: none"> <li>○ Length of essay or project</li> <li>○ Providing sentence frames/starters</li> <li>○ Text complexity</li> <li>○ Extended time</li> </ul> </li> <li>● Extension: <ul style="list-style-type: none"> <li>○ Synthesis of multiple texts embedded in final product</li> <li>○ Additional longer-form texts</li> <li>○ Critical analysis of all-class texts referenced in summative applying literary lens(es)</li> </ul> </li> </ul>
<p><b>WRITING Skills</b></p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>	
<p><b>SPEAKING &amp; LISTENING Skills</b></p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</li> <li>● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</li> <li>● I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.</li> <li>● I can propel conversations by posing and engaging with 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</li> </ul>	

	<p>conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.</p> <ul style="list-style-type: none"> <li>● I can engage thoughtfully with 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.</li> <li>● I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization.</li> <li>● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</li> </ul>	
<p><b>LANGUAGE Skills</b> L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.</li> </ul>	
<p><b>PRIMARY RESOURCE <i>if applicable</i></b></p>		
<p><i>In this course, all class reads may include...</i>  <i>1984, Brave New World, Fahrenheit 451</i>  <i>Students will choose a second full-length text to be read in a book club format.</i></p>		