Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Literature & Composition I (On-Level and Honors)

See extensions in the Unit Planner for Honors

Unit title	*Dystopia through Perspective*	MYP year	*4*	Unit duration (hrs)	*30 Hours (8 weeks)*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	**UNIT BIG IDEA (S)**	**UNIT FOCUS STANDARDS**
LANGUAGE	**Grammar Convention (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **Vocabulary (V)** Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.	**STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. **STANDARD 9-12.L.GC.2: Syntax** Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. **STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary:** Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. **STANDARD 9-12.L.V.2 Word Analysis:** Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes **STANDARD 9-12.L.V.3 Meaning & Purpose:** Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.
TEXTS	**Context** Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.	**STANDARD 9-12.T.C.1 Purposes and Audiences:** Analyze the impact of purpose and audience on a wide variety of texts **STANDARD 9-12.T.C.2 Authors and Speakers:** Evaluate how authors' and/or speakers' perspectives influence texts and

			how circumstances shape their creation.
	Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.	**STANDARD 9-12.T.SS.1 Organization:** Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. **STANDARD 9-12.T.SS.2 Craft:** Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
	Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 9-12.T.T.1: Narrative Techniques** Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.2: Expository Techniques** Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.3: Argumentative Techniques** Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance
	Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period	**STANDARD 9-12.PM.1: Periods and Movements** Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
	Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	**STANDARD 9-12.RA.1: Research & Inquiry** Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.
PRACTICES	**Situating Texts (ST)** Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	**STANDARD K-12.P.ST. 2: Author, Audience, & Purpose** Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose
	Author's Craft (AC) Students apply knowledge of author's craft to enhance the	**STANDARD K-12.P.AC.3: Text Design** Consider the impact of text design on audience and purpose when

	interpretation and construction of texts.	consuming and producing texts across modes and genres.
	Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	**STANDARD K-12.P.EICC.4: Writing Processes** Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
MYP Criteria *(for applicable MYP Courses Grades 6-10)*	**B- Organizing** ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style. **C- Producing Text** ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, ● selects extensive relevant details and examples to develop ideas with precision. **D- Using Language** ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention. ● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective ● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective	

MCS Gifted Standards
(applicable to advanced content course level only)

Strand 2: Creative Thinking Skills

MCS.Gifted.S2C.: Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

Strand 3: Higher Order Thinking and Problem Solving Skills

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

Strand 4: Advanced Communication and Collaboration Skills

MCS.Gifted.S4E.: Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Strand 5: Emotional Development of Self

MCS.Gifted.S5B.: Recognize and build upon strengths and limitations.

Strand 6: Self-directed Learner

MCS.Gifted.S6A.: Set appropriately high standards for work and behavior.

MCS.Gifted.S6B.: Establish and work toward short and long term goals.

Unit Vocabulary

Academic	Specialized	General
Cold War	*Utopia*	*Transgression*
Bolshevik Revolution	*Dystopia*	*Censorship*
Analyze	*Speculative Fiction*	*Conformity*
Evaluate	*Irony (dramatic, situational)*	*Totalitarian*
	Motif	*Oppression*
	Plot Structure	*Resistance*
	Themes	*Rebellion*
	Setting	*Awakening*
	Conflict	*Individuality*
	Archetypes	
	Characters (complex, flat,dynamic, static)	
	Protagonist	
	Antagonist	
	Affixes (-ful and -less)	
	Root Words	
	Allusion	
	Graphic Novel Terms (panel, frame, splash, gutter, voiceover, caption, speech bubbles, external dialogue, internal, special effects lettering, emanata, graphic weight, foreground, midground, background)	
	Passive Voice	
	Active Voice	
	Parallel Structure	
	Syntax	
	Rhetorical Appeals	
	Ethos	
	Logos	
	Pathos	
	Kairos	
	Denotation	

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Creativity	Genre and Audience Imperative	Fairness and Development

Statement of inquiry
Readers analyze conventions of the dystopian literary genre to determine how recognized techniques impact the desired responses from the author to the audience in order to explore the consequences of our humanity in a divergent or imaginative way.

Inquiry questions
Factual—
What are the characteristics of dystopian literature?
What are the effects of specific rhetorical appeals?
How does speculative fiction reflect the anxieties present in a particular place and time?
Conceptual—
What is the concept of fairness and development?
What role does personal identity play in resisting or conforming to oppressive systems in dystopian fiction?
Debatable-
Why might an author choose to imagine a perfect or imperfect society as a craft technique?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.
Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.
- *3- 6 constructed texts (at least 1 of which is an extended constructed text)*
- *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)*
- *2 selected response and new read assessments for skills application to new text (s)*
- *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .*

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) *(H) - indicates Honors level assessment* ***Summative Assessments Only:*** *Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:*	**Standard + Grade Level Expectation (s) Assessed and/or** **MYP Criterion Assessed** *(applicable only to MYP Task)*

Title: Dystopian Graphic Novel
Description: Students will create a compelling, multimodal dystopian graphic novel excerpt that demonstrates their mastery of narrative techniques while exploring the characteristics of dystopian literature.
Support - storyboard?
 	
Type:
☐ Formative
☑ Summative
☑ MYP Task
☑ Performance Task
	BCD:
	- B.i. iii *Organizing*
	  - employ organizational structures that serve the context and intention.
	  - use referencing and formatting tools to create a presentation style suitable to the context and intention.
	- C.ii *Producing Text* -
	  - make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
	- D.ii, iii, v - *Using Language*
	  - write and speak in a register and style that serve the context and intention
	  - use correct grammar, syntax and punctuation
	  - use appropriate non-verbal communication techniques
	
	Georgia's K-12 Standards for ELA
	9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)
	
	9.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)
	
	9.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)
	
	9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)*
	
	9.T.T.3.d Use rhetorical devices and appeals to guide the creation and revision of texts. (C)
	
	K-12.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
	
	K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)
	
	9.L.V.2.d Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)

Title: Genre and Mode Comparisons (Student discourse and constructed response) **Description:** Students will compare and contrast images from a modern, world-wide pandemic across different times with dystopian characteristics in small groups through academic discourse. Students will then choose one image to write an constructed response to describe the similarities and differences to dystopian characteristics using various text techniques.	**Georgia's K-12 Standards for ELA** **9.T.PM.1.b** Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I) **9.T.C.2.a** Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I) **K-12.P.ST.1.a** Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)

Honors Extension: Extended Constructed Response **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	
Title: Dystopian World Creation **Description:** Design a unique dystopian world including worldbuilding, character creation, and structure of society. Students will develop and apply knowledge of dystopian characteristics when choosing features to communicate ideas and information, while integrating modes most appropriate to purpose and audience. **Type: Performance Task** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**Georgia's K-12 Standards for ELA** **9.T.C.1.c** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C) **9.T.SS.1.c** Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C) **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)* **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) **9.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **9.L.GC.2.b** Compose texts with varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. (C) **9.P.AC.3.a** Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
Title: Literature Circles (Student Discourse Assessment) **Description:** Students will take on a role for their literature circle. As part of this role, they must come prepared with a component to discuss. Support Classes: Formative **Honors Extension: Summative** **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☑ **Performance Task**	**Georgia's K-12 Standards for ELA** **9.T.C.1.b** Assess the impact of context and language on a text's reception by the audience. (I) **9.T.T.2.b** Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.SS.1.a** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I) **9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I)

	9.L.V.2.a Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts (I)
	9.L.V.2.b Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)
	9..P.CP.2.a Communicate clearly to present ideas, information, and texts.
Title: Unit Test (New Read and Selected Response) **Description:** This test will be composed of selected response questions assessing their ability to identify/interpret characteristics of the dystopian genre and comprehension of the appropriate leveled text. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**Georgia's K-12 Standards for ELA** 9.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I) 9.T.C.1.b Assess the impact of context and language on a text's reception by the audience. (I) 9.L.V.1.a Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) 9.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation. (I) 9.T.SS.1.a Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I) 9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts (I) 9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) 9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) 9.T.T.3.b Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I) 9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) 9.T.PM.1.b Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)
Title: Reading and Analysis Quizzes **Description:** These will be selected response questions assessed at varying checkpoints within the appropriate leveled text. Two of these will be done as a cold read of an excerpt of	**Georgia's K-12 Standards for ELA** 9.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. (I)

the text or an alternative modality. **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.C.1.b** Assess the impact of context and language on a text's reception by the audience. (I) **9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) **9.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation. (I) **9.T.SS.1.a** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I) **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) **9.T.T.3.b** Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.PM.1.b** Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I)
Title: Identifying Dystopian Characteristics in Media (Constructed Response) **Description:** Students will write a well-developed constructed response identifying dystopian characteristics after viewing a selected scene from a film. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**Georgia's K-12 Standards for ELA** **9.T.PM.1.b** Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I) **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)*
Title: NoRedInk Daily Writing **Description:** Constructed Response Daily Writing Practice connected to content and skills taught over the course of the unit. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task**	**Georgia's K-12 Standards for ELA** **9.T.SS.1.b** Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C) **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)

Performance Task	9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)
Type: After practice and feedback, some constructed responses will be assigned in class in a timed and non-timed format. These will assess students retention and application of the writing skill. ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. © 9.T.PM.1.b Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. (I) 9-12.L.GC.1 Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts

Approaches to learning (ATL) Skills		
Category (s):	**Cluster (s):**	**Skill Indicator (s):**
Social	**Collaboration Skills**	- Give and receive meaningful feedback
Self-Management	**Organization Skills**	- Plan short- and long-term assignments; meet deadlines - Create plans to prepare for summative assessments (examinations and performances)

Learning Experiences			
Add additional rows below as needed. Learning Experiences include **how** students will learn what they need to know and be able to do for **interpreting texts** and **constructing texts** expectations.			
Learning Experience and Description	**Grade Level Expectation (s)** (from Unit Focus Standards)	**Personalized Learning and Differentiation**	**Learning Experience Resources**
Learning Experience 1: Dystopian Features and Novel Background Teachers will explain the connection between speculative fiction and the dystopian genre, specifically that speculative fiction explores "what if" scenarios imagining worlds that are different from our current reality often to examine societal, political, or technological possibilities. Students will analyze text based on the understanding that dystopia specifically imagines a future (or alternate present) where society has gone wrong, typically marked by specific features or traits. ● Outcome: All dystopian fiction is	**9.T.C.1.a** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **9.T.C.1.b** Assess the impact of context and language on a text's reception by the audience. **9.T.PM.1.b** Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. **9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. **STANDARD K-12.P.ST. 1: Context** Develop and apply knowledge of key components of	● Graphic organizer ● Note taking guide	Canva presentation on dystopian fiction and novel context.

speculative fiction, but not all speculative fiction is necessarily dystopian. ● Through guided analysis, students will identify how the context connects to the purpose of speculative fiction. ● Students will build upon this understanding to create their dystopian world and graphic novel in later learning experiences.	context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.		
Learning Experience 2: Analyzing Archetypes (Protagonists, Antagonists & Conflicts) in Dystopian Literature Students will deepen their understanding of archetypes by examining how common character types such as the protagonist and antagonist appear in dystopian literature. With support from direct instruction and class discussion, students will explore the traits typically associated with these roles and how they function within dystopian narratives. They will apply this knowledge by identifying archetypes in a selected film clip to reinforce their understanding in a familiar context. Instruction will be personalized through visual examples, structured notes, and varied options for engagement and response. ● Outcome: Students will develop an understanding of how common archetypes, such as the dystopian protagonist and antagonist, reveal power structures, conflicts, and values within dystopian literature and begin recognizing these patterns in various texts and media. ● Students will apply this learning through the creation of original characters in a later learning experience.	**9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.PM.1.b** Identify and discuss major authors and works of one period of English or American literary history, including key themes and stylistic features. **9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content.	● Graphic organizer ● Note taking guide	The Reaping Scene - The Hunger Games (movie)
Learning Experience 3: Understanding and Analyzing Plot Structure in Dystopian Literature Building on their understanding of speculative fiction and dystopian archetypes, students will now examine how authors use plot structure and literary	**9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose.	Visual Aids Scaffolded Examples Read Aloud-Think Aloud	Anthem (OL) Fahrenheit 451 (H) Plot Structure in Dystopia GO

techniques such as foreshadowing, flashback, and various types of conflict to shape meaning in speculative texts. Through direct instruction and guided discussion, students will learn that speculative fiction often involves complex internal and external conflicts, and that authors manipulate time and structure to create emotional depth, develop characters, and engage readers more effectively. This learning connects to previous experiences by showing how the worlds and characters students have studied are brought to life through narrative choices. Instruction will be personalized through visual aids, scaffolded examples, and flexible opportunities to demonstrate understanding.
    ● Outcome: Students will develop an understanding of how authors of speculative fiction use structure, time, and conflict to enhance emotional impact, deepen characterization, and explore complex themes, and will begin identifying these techniques in various texts and media.
    ● Students will begin applying this knowledge in both literary analysis and, in a later learning experience, through the construction of plot and conflict within their own graphic novels.			

Learning Experience 4: Understanding Language, Mood, and Tone in Dystopian Literature In this learning experience, students will deepen their understanding of how authors use language to shape **meaning**, **mood**, and **tone** in dystopian literature. Building on previous learning experiences that focused on dystopian archetypes, worldbuilding, and plot structure, students will examine how **rhetorical language, imagery, diction, connotation, and denotation** work together to influence readers' emotional responses and guide their interpretations. Through teacher-guided instruction and engagement with varied multimedia examples, students will explore how these elements contribute to the	**9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.T.SS.2.b** Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose.	● Graphic organizer ● Note taking guide	● Tears for Fears version of "Everybody Wants to Rule the World" ● interpretive dance set to the Lorde version of "Everybody Wants to Rule the World." ● Novel excerpts

author's voice and the overall tone and mood of a text. They will analyze excerpts from dystopian works and compare different interpretations of the same material to identify how artistic and linguistic choices shape tone and mood. Personalized learning will be supported through scaffolded definitions, multimodal resources, and flexible response options. ● Outcome: Students will develop an understanding of how authors use rhetorical and stylistic choices—such as diction, imagery, and tone—to influence the reader's interpretation and emotional engagement with a dystopian text and will begin to recognize and evaluate these elements across various forms of media. ● Students will begin to consider how to incorporate these stylistic elements into their own work, with application of this learning coming in a later learning experience.	**9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.3.b** Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. **9.L.V.3.b** Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. **9.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation.		
Learning Experience 5: The Impact of Parallelism and Active Voice In this learning experience, students will explore how authors use parallelism and active voice to enhance meaning and style in dystopian texts. Building on prior lessons focused on language, tone, and narrative structure, students will learn that parallelism—the repetition of similar grammatical structures—creates rhythm, balance, and emphasis, highlighting key ideas or emotions and revealing character mindsets or themes. Active voice, where the subject performs the action, makes writing clear, direct, and engaging, emphasizing characters' actions and heightening tension or urgency. Through guided discussion and analysis of varied examples, students will develop skills to identify these techniques and understand their effect on tone, character, and theme. Personalized learning will be supported through scaffolded practice, opportunities for creative application, and varied levels of challenge. ● Outcome: Students will develop an understanding of how authors use	**9.L.GC.2.c** Maintain consistent use of active voice throughout a text to communicate clearly and concisely. **9.L.GC.2.e** Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas.	● Graphic organizer ● Note taking guide	

parallelism and active voice to create rhythm, clarity, and emphasis in dystopian literature, and will begin recognizing how these techniques shape meaning, tone, and character across different texts and media. ● Students will practice identifying examples of each in the song "Everybody Wants to Rule the World" ● Students practice identifying and demonstrating their understanding of parallelism and active voice through sentence revision activities and evaluating written and aural text. ● Students will apply their knowledge of the impact of parallelism and active voice by using it where appropriate in the writing of their graphic novels.			
Learning Experience 6: Suffixes and Parts of Speech Activity In this supporting grammar and language learning experience, students will focus on understanding how suffixes, particularly -less and -ful, function to change nouns into adjectives and alter word meaning. Building on their developing vocabulary and language skills, students will learn how these suffixes modify words to convey different qualities or states. Through direct instruction and practice, students will explore the relationship between suffixes and parts of speech, developing the ability to create new words and use them accurately in context. Instruction will be personalized with scaffolded examples, creative word formation activities, and opportunities to apply new vocabulary in writing. ● Outcome: Students will develop an understanding of how suffixes such as -less and -ful change the meaning and part of speech of words, and will begin using this knowledge to expand their vocabulary and enhance their writing in varied contexts. ● An expectation for students to use words	**9.L.V.2.a** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts **9.L.V.2.b** Determine the meanings of words and phrases in context by analyzing the function of parts of speech. **9.L.V.2.c** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. **9.L.V.2.d** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.	● Graphic organizer ● Note taking guide	

with various suffixes in their graphic novel will be built into the rubric for the task.			
Learning Experience 7: Analyzing Visual Texts Using the OPTIC Method in Dystopian Contexts In this learning experience, students will be introduced to the OPTIC method as a structured approach to analyzing visual texts. Building on prior experiences with language, tone, and rhetorical strategies in dystopian literature, students will learn that images—like written texts—are deliberately constructed to convey meaning and influence audiences. Through teacher modeling and collaborative analysis, students will examine how visual elements such as symbolism, composition, color, lighting, and text work together to create mood, tone, and message. This method helps students move beyond surface-level viewing to interpret visuals as intentional and persuasive forms of communication. Instruction will be differentiated through guided modeling, scaffolded group activities, and targeted feedback to support accurate and confident use of the OPTIC strategy. - Outcome: Students will develop an understanding of how to analyze visual texts using the OPTIC method and begin recognizing how visual elements create mood, tone, and meaning in ways that align with the themes and techniques found in dystopian literature. The OPTIC method helps students see that visuals are more than just images—they are texts with purpose, structure, and meaning, just like written texts. - Visuals use rhetorical strategies (like symbolism, contrast, composition, and text) to influence how viewers think or feel. - Every detail is intentional—the placement of objects, use of color, expressions, lighting, and text all contribute to the message. - Images can argue, persuade, inform,	**9.T.SS.2.a** Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. **9.T.SS.2.b** Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.	- Graphic organizer - Note taking guide - Working in Small Groups with Gradual Release - Guided Modeling - Scaffolded Group Activities	

or critique, just like essays or speeches. - Analyzing visuals requires careful observation and interpretation, not just looking. ● Students will use this knowledge to complete a formative and summative assessment on how mood and tone are created visually and how they tie to the characteristics of the dystopian genre. ● Students will apply this understanding in the construction of their dystopian world and in the construction of their graphic novels. ● **Honors Extension: S**tudents will create an extended constructed response analyzing the images as dystopian texts.			
Learning Experience 8: Synthesizing Learning through Dystopian World Building and Graphic Novel Creation (Performance Tasks) Throughout this unit, students will engage in the ongoing development of an original dystopian world and a multimodal graphic novel excerpt. These tasks are designed to align with and apply the learning from previous experiences focused on dystopian characteristics, archetypes, narrative structure, rhetorical strategies, and visual analysis. As students explore each concept, they will incorporate new understandings into the design of their dystopian society—considering elements such as setting, power structures, conflict, and character roles—and into their graphic storytelling. These creations will evolve alongside instruction, with students making intentional decisions about how best to communicate ideas and evoke tone and mood using both written and visual techniques. Differentiation will be supported through flexible pacing, creative choice, scaffolded support, and ongoing feedback. These products provide authentic opportunities for students to synthesize and personalize their understanding of the dystopian genre across multiple modes of expression. ● Outcome: Students will demonstrate their	**9.T.SS.2.b** Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. **9.T.T.1.b** Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.3.b** Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. **9.L.V.3.b** Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. **9.L.V.3.c** Analyze the nuances in connotative meaning of words that share a similar denotation.		Building a Dystopian World Assignment Sheet Building a Dystopian World Rubric Graphic Novel Assignment Sheet Graphic Novel Rubric

understanding of the dystopian genre by progressively constructing a unique dystopian world and creating a graphic novel excerpt that thoughtfully integrates genre conventions, narrative and visual techniques, and rhetorical choices to convey meaning and engage their audience.

All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	On-Level *grade level appropriate texts that meet grade level complexity guidelines*	Honors *extensions/additional texts noted here for advanced study as applicable*	Support *grade level complex text (s) accessibility support provided for access to grade level content/texts*
Unit Novel (s), Plays, Extended Work (s) (Reading)	*Anthem* by Ayn Rand	*Fahrenheit 451* by Ray Bradbury	Excerpts from Fahrenheit 451 (skill based)
Other Prose Texts and Poetry (Reading)	"A Song on the End of the World" Czeslaw Milosz (poem) "Everybody Wants to Rule the World", Tears for Fears (lyrics)	Someone Might Be Watching — An Introduction to Dystopian Fiction, Shelby Ostergaard "A Song on the End of the World" Czeslaw Milosz (poem)	"There Will Come Soft Rains" Bradbury "The beginning of the end of the world" Lucille Clifton "Powwow at the End of the World" Sherman Alexie "A Song on the End of the World" Czeslaw Milosz "Fire and Ice" Robert Frost "Perhaps the World Ends Here" Joy Harjo
Visual Texts (Viewing)	"9 Dystopian Pictures Of The Coronavirus Crisis That Were Unthinkable Just A Month Ago", Photo 1 by Steve Marcus Photo 2 by Yara Nardi Photo 3 by Associated Press Photo 4 by Mike Segar Photo 5 by Associated Press Photo 7 by Jason Redmund Photo 8 by Oli Scarff	"9 Dystopian Pictures Of The Coronavirus Crisis That Were Unthinkable Just A Month Ago", Photo 1 by Steve Marcus Photo 2 by Yara Nardi Photo 3 by Associated Press Photo 4 by Mike Segar Photo 5 by Associated Press Photo 7 by Jason Redmund Photo 8 by Oli Scarff	**Photos** Photo 1 by Steve Marcus Photo 2 by Yara Nardi Photo 7 by Jason Redmund Photo 8 by Oli Scarff Photo 9 by Paul Kane

	Photo 9 by Paul Kane "Why did the atomic bomb dropped on Hiroshima leave shadows of people etched on sidewalks?" by Stacy Kish, photo by Universal History Archive/Universal Images Group	Photo 9 by Paul Kane "Why did the atomic bomb dropped on Hiroshima leave shadows of people etched on sidewalks?" by Stacy Kish, photo by Universal History Archive/Universal Images Group	
Auditory Texts (Listening)	From RadioLab: War of the Worlds "Everybody Wants to Rule the World", Tears for Fears (Song)	From RadioLab: War of the Worlds "Everybody Wants to Rule the World", Tears for Fears (Song)	
Multimodal Texts *(A single text that includes Integrated Modes)*	"Everybody Wants to Rule the World", Elite Dance Company (song by Lorde) "9 Dystopian Pictures Of The Coronavirus Crisis That Were Unthinkable Just A Month Ago", Chris York "How Do You Know Where to Go During a Zombie Apocalypse" by Ted Ed "Do We Want the World to End" (Savvas Video) "Who Is Ayn Rand?"	"Ray Bradbury Participates in Caltech Symposium" (video, SAVVAS) "Everybody Wants to Rule the World", Elite Dance Company (song by Lorde) "9 Dystopian Pictures Of The Coronavirus Crisis That Were Unthinkable Just A Month Ago", Chris York "How Do You Know Where to Go During a Zombie Apocalypse" by Ted Ed Wall-E Clip - Pixar World War II Part 1: Crash Course US History #35 and The Cold War: Crash Course US History #37	"How Do You Know Where to Go During a Zombie Apocalypse" by Ted Ed Wall-E Clip - Pixar Video Visual: There Will Come Soft Rains (from short story, Ray Bradbury)

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.
Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.
Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.
Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.
Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..