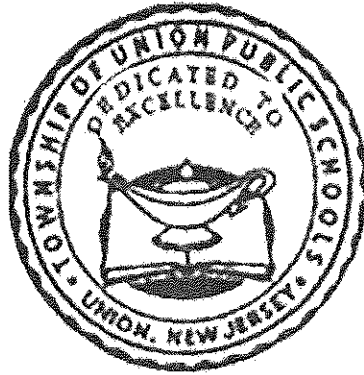


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN507  
Young Adult Literature**

**Adopted 06/2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

The Young Adult Literature curriculum is designed to reinforce and develop student engagement with works of literature to insure introspective writing, lively discussions and perhaps most importantly— keep students reading after a required selection has been finished.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.1-3	W.11-12.3 A-E	SL.11-12.1-5	L.11-12.1-5
<b>Unit 2</b>	RL.11-12.1-9	W.11-12.4	SL.11-12.1-5	L.11-12.1-5
<b>Unit 3</b>	RL.11-12.1-9	W.11-12.6	SL.11-12.1-5	L.11-12.1-5
<b>Unit 4</b>	RL.11-12.1-9	W.11-12.3A-E	SL.11-12.1-5	L.11-12.1-5
<b>Unit 5</b>	RL.11-12.1-9	W.11-12.10	SL.11-12.1-5	L.11-12.1-5

## Pacing Guide

	Anticipated Length of Time (days)
Unit 1	Every Friday during the length of semester
Unit 2	15
Unit 3	5
Unit 4	15
Unit 5	15
Unit 6	15

## Unit 1: Independent Reading

### Unit Summary

In order to broaden students' repertoire of young adult fictional texts, they will be reading two fictional books or plays of their own choosing per semester. Literature often reflects the time period in which it is created, and students will be made to understand which books might stand the test of time. In addition to the reading, they will be completing an independent reading assignment due at the end of each nine weeks. Students should choose something of which they will be interested. Interested does not mean that the task will be easy or below student's abilities. In fact, it may be or should be at a student's independent or instructional reading ability level. This book must also be BOE approved or with read with the parent's permission. Finally, the ultimate goal is to produce highly skilled literate students who can read with stamina and communicate understanding of what they have read.

### Essential Questions

Because this will vary depending on the student's individual choices, this is a generic list of essential questions for reading.

1. How does/could a story change if the point-of-view changed?
2. What are the main idea and supporting details, and how do we locate them in a passage?
4. How do literary elements shape meaning within context? (i.e. flashback, foreshadowing, irony, mood, tone, symbolism)
5. What is a theme? How could themes in separate passages relate to one another?
6. How does a reader make a prediction based on events in a story, and why does the reader do this?
7. How can a reader ensure he or she comprehends what they are reading?
8. What is figurative language, and how does it make writing more interesting?
9. How can culture, history, and setting influence themes in literature?

## READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL 11-12.2

<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RL 11-12.3</p>
<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RL 11-12.4</p>
<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL 11-12.5</p>
<p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>RL 11-12.6</p>
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>RL 11-12.7</p>
<p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar</p>	<p>RL 11-12.9</p>

themes or topics.	
Suggested Materials/Educational Resources	
List of Young Adult Fiction Books Available in UHS Library	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W11-12.1
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a</li> <li>● smooth progression of experiences or events.</li> <li>● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	W11-12.3



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.	
Suggested Materials/Educational Resources	
Students can choose to do a dramatic reading of their books.	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L11-12.1
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.	L 11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L11-12.4
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.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
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).	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L11-12.5



<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	
Suggested Materials/Educational Resources	
<p><a href="http://www.easytestmaker.com">www.easytestmaker.com</a> (for students who want to create tests from book)</p> <p>Any library book from the Union High School Library</p>	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Teacher checking journals each week to see if students are reading book</p> <p>Students will answer a series of questions about their books as well as metacognitive letters about their reading.</p>	<p>Choice of projects OR student choice- Students have a smorgasbord of choices of a creative project that they can complete for the book—all parts include some form of writing.</p> <p>Some example projects include:</p> <ul style="list-style-type: none"> <li>● Write a letter to the author (at least one page single spaced)</li> <li>● Do a dramatic reading of a scene from the novel in front of the class</li> <li>● Prepare a television/radio commercial about the book</li> <li>● Design a mobile from items related to the book</li> <li>● Build a relief map of the setting of the story</li> <li>● Design and actually create your own t-shirt of an illustration from the book</li> <li>● Write and perform a ballad, song, or rap about the book</li> <li>● Make a scrapbook using information found in the book</li> </ul>
District/School Texts	District/School Supplementary Materials
<p>student chooses his/her own text--MUST BE BOE Approved or read with Parent's permission</p>	<p>UHS Library Books</p>
District/School Writing Tasks	



Task	Primary Focus	Secondary Focus
Metacognitive letter Book Summary Letter to Author about the book	understanding of text-- reading focus reasoning skills	creativity--understanding how students process reading Thinking out of the box

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm">http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm</a> 14 Best Reading Practices <a href="http://www.read.gov/documents/literacy-awards-2013-best-practices-web-version-12-5-13.pdf">http://www.read.gov/documents/literacy-awards-2013-best-practices-web-version-12-5-13.pdf</a> Library of Congress Literacy Awards--Best Practices

## Unit 2: Uglies—A Dystopian Future Part I

### Unit Summary

Dystopian literature is grounded in real life events, scientific breakthroughs and technological advances. Reading dystopian literature can serve as a warning against society to not allow any progress to go unchecked. In the dystopian world, the government has either total control or there is no government at all. The Uglies by Scott Westerfeld is a dystopian story with the concept of beauty as the focus. This first book in the series requires students to think critically about text and to use textual evidence to support their ideas. Writing is embedded in the study.

### Essential Questions

What is ugly? Pretty? Special?

What happens to a person when he or she is isolated from his/her peers?

How can isolation actually help a person to succeed?

Are all mistakes redeemable?

Why are authors so pessimistic about the future of Western Society, especially where the advances in technology are concerned? Will these dystopian predictions ring true?

What is truth?

When is someone's truth actually not true?

How are point of view and truth related?

How do we construct our identities?

What is beauty? Is beauty only skin deep?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL 11-12.2

<p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RL 11-12.3</p>
<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RL 11-12.4</p>
<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL 11-12.5</p>
<p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>RL 11-12.6</p>
<p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>RL 11-12.7</p>
<p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RL 11-12.9</p>

<b>Suggested Materials/Educational Resources</b>	
Uglies by Scott Westerfeld	

<b>WRITING</b>	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W11-12.1
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W11-12.3
A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	



<p>additional information or research is required to deepen the investigation or complete the task.</p> <p>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.</p>	<p>SL 11-12.3</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Uglies by Scott Westerfeld</p>	

<p>LANGUAGE</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L11-12.1</p>
<p>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.</p>	<p>L 11-12.3</p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>L11-12.4</p>
<p>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.</p>	
<p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	
<p>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).</p>	<p>L11-12.5</p>

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Suggested Materials/Educational Resources	
<a href="http://missokeefe.tripod.com/dystopian_literature_circles.htm">http://missokeefe.tripod.com/dystopian_literature_circles.htm</a>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Kahoot Quizzes Literature Circle Worksheets Guided Journal Questions Various In-Class Activities Opposites Attract Activity	Tests on each of three parts of text. Essay Choice	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
Uglies by Scott Westerfeld	Union High School Library	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Metacognitive reading logs	Students understanding of how they read and analyze literature	Making connections to what they have read or seen before--creating new connections.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS--Use of Literature Circles



### Unit 3: Uglies-The Movie Trailer

#### Unit Summary

The purpose of this lesson is to continue to make reading fun and exciting for students by providing an alternate form of assessment and get students involved in the community of content creators by making a movie trailer of the Uglies.

#### Essential Questions

What are the qualities of an effective advertisement like a movie trailer?  
 What about the book (plot, character, problem or situation) is most important to convey to other readers?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL 11-12.1
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RL 11-12.2
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.	RL 11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL 11-12.4

<p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RL 11-12.5</p> <p>RL 11-12.6</p> <p>RL 11-12.7</p> <p>RL 11-12.9</p>
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Suggested Materials/Educational Resources

Storyboard.that  
[video-edit-i.pdf](#)  
[Marsh Movie Madness](#)  
<https://www.youtube.com/user/movieclipsTRAILERS>  
<http://www.traileraddict.com/>  
<http://www.apple.com/trailers/>

**WRITING**

Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W11-12.1</p>
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W11-12.3</p>
<p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	
<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	
<p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	
<p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	
<p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to</p>	<p>W11-12.6</p>



Suggested Materials/Educational Resources
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LANGUAGE	
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Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L11-12.1
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.	L 11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L11-12.4
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.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
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).	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L11-12.5

Suggested Materials/Educational Resources
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ASSESSMENT PLAN		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Story Boards	Students create their own movie trailer for the novel, Uglies	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
Uglies by Scott Westerfeld	View student created movie trailers Example movie trailers UHS CAST class	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Story Board-Film Trailer	Narration--whetting the appetite of people without revealing too much of the story	Persuasion-- use of persuasive language and techniques in attracting audiences to watch a movie.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="http://filmmakermagazine.com/37093-first-impressions/">http://filmmakermagazine.com/37093-first-impressions/</a> How to make a movie trailer <a href="https://www.youtube.com/user/movieclipsTRAILERS">https://www.youtube.com/user/movieclipsTRAILERS</a> <a href="http://www.traileraddict.com/">http://www.traileraddict.com/</a> <a href="http://www.apple.com/trailers/">http://www.apple.com/trailers/</a>

## Unit 4: Pretties—A Dystopian Future Part 2

### Unit Summary

Dystopian literature is grounded in real life events, scientific breakthroughs and technological advances. Reading dystopian literature can serve as a warning against society to not allow any progress to go unchecked. In the dystopian world, the government has either total control or there is no government at all. Pretties by Scott Westerfeld is a dystopian story with the concept of beauty as the focus. The themes incurred focus on the difference between conformity and rebellion and how romantic relationships can impede friendship. This book requires students to think critically about text and to use text evidence to support their ideas. Writing is embedded in the study.

### Essential Questions

On your sixteenth birthday, how would you feel about being forced to have the surgery to become pretty?

How do characters' decisions impact them later in the story?

How do societies presented in fiction compare with reality?

## READING

### **Critical Knowledge and Skills**

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and

### **Standards**

RL 11-12.1

RL 11-12.2

RL 11-12.3

<p>developed.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RL 11-12.4</p> <p>RL 11-12.5</p> <p>RL 11-12.6</p> <p>RL 11-12.7</p> <p>RL 11-12.9</p>
<p><b>Suggested Materials/Educational Resources</b></p>	
<p>Pretties by Scott Westerfeld</p>	

<p><b>WRITING</b></p>	
<p><b>Critical Knowledge and Skills</b></p>	<p><b>Standards</b></p>



Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W11-12.1

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

W11-12.3

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information/.

W11-12.6



<b>Suggested Materials/Educational Resources</b>	
<a href="https://nameless.tv/video/dystopia-explained-54566">https://nameless.tv/video/dystopia-explained-54566</a> (hallmarks of a dystopian society)	
<a href="https://www.youtube.com/watch?v=SUCScaZcLxc">https://www.youtube.com/watch?v=SUCScaZcLxc</a> (Zane and Tally)	
<a href="https://www.youtube.com/watch?v=txA7kZku3vc">https://www.youtube.com/watch?v=txA7kZku3vc</a> (Pretties—after the Cure)	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>SL 11-12.1</p>
<p>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.</p>	<p>SL 11-12.2</p>
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and</p>	<p>SL 11-12.3</p>

rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
<b>Suggested Materials/Educational Resources</b>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L11-12.1
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.	L 11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L11-12.4
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.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
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).	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L11-12.5
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Kahoot Quizzes Literature Circle Worksheets Guided Journal Questions		Tests on each of three parts of text. Discussion and/or written responses to quotes
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
Pretties by Scott Westerfeld		UHS Library Books Teacher created
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Metacognitive reading logs	Student's own understanding of how they read and analyze while reading.	making connections to what they have read or seen before or creating a new connection

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm">http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm</a>

## Unit 5: Pretties--An Original Dystopian Short Story

### Unit Summary

It seems today the majority of popular young adult novels that are coming out take place in devastated, dystopian worlds. Just as with anything in writing, there is no set formula for the students to follow when writing a dystopian story. General guidelines for writing short stories in a dystopian world will be given as well as possible ideas to help students come up with a good short story.

### Essential Questions

What are the characteristics of a dystopian society?

How can I write a short story based on these characteristics?

## READING

### Critical Knowledge and Skills

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare

### Standards

RL 11-12.1

RL 11-12.2

RL 11-12.3

RL 11-12.4

<p>as well as other authors.)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RL 11-12.5</p> <p>RL 11-12.6</p> <p>RL 11-12.7</p> <p>RL 11-12.9</p>
Suggested Materials/Educational Resources	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W11-12.1

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

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information/.

W11-12.3

W11-12.6

Suggested Materials/Educational Resources

<http://www.writersdigest.com/online-editor/writing-dystopian-fiction-7-tips>

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>SL 11-12.1</p>
<p>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.</p>	<p>SL 11-12.2</p> <p>SL 11-12.3</p>
Suggested Materials/Educational Resources	



LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L11-12.1</p> <p>L 11-12.3</p> <p>L11-12.4</p> <p>L11-12.5</p>
Suggested Materials/Educational Resources	

ASSESSMENT PLAN		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Share stories with the class Individual conference with students regarding short stories	Write Your Own Dystopian Story/Create the Dystopian World you depicted in the story	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
Uglies Series by Scott Westerfeld		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Students write a dystopian story	Reflection of the world today in creating a dystopian world that is relatable. Understanding how to write a short story and include all relevant elements thereof.	Create their own dystopian world

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Students can write their own story in many different formats including scripts and graphic stories.

## Unity 6: Specials—A Dystopian Future Part 3

### Unit Summary

Dystopian literature is grounded in real life events, scientific breakthroughs and technological advances. Reading dystopian literature can serve as a warning against society to not allow any progress to go unchecked. In the dystopian world, the government has either total control or there is no government at all. *Pretties* by Scott Westerfeld is a dystopian story with the concept of beauty as the focus. This book requires students to think critically about text and to use text evidence to support their ideas. Writing is embedded in the study.

### Essential Questions

**How do character flaws affect decisions?**

**How do these fictional characters mirror behaviors in real human beings?**

**What is the difference between the antagonist and protagonist?**

**How do you find out someone's strongest assets and their character flaws? How do you overcome them?**

## READING

### Critical Knowledge and Skills

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

### Standards

RL 11-12.1

RL 11-12.2

RL 11-12.3

RL 11-12.4

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL 11-12.5

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL 11-12.6

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL 11-12.7

Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL 11-12.9

#### Suggested Materials/Educational Resources

[getakahoot.com](http://getakahoot.com)

[www.scottwesterfeld.com](http://www.scottwesterfeld.com)

[http://missokeefe.tripod.com/dystopian\\_literature\\_circles.htm](http://missokeefe.tripod.com/dystopian_literature_circles.htm)

<http://www.oprah.com/style/Beauty-Around-the-World>

<http://www.morphthing.com/>

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	W11-12.1
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	W11-12.3
<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to</p>	W11-12.6



links among ideas, word choice, points of emphasis, and tone used.	
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L11-12.1
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.	L 11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	L11-12.4
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.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
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).	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L11-12.5
Suggested Materials/Educational Resources	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Kahoot Quizzes Literature Circle Worksheets Guided Journal Questions Various In-Class Activities		Tests on each of three parts of text. Evaluation Essays of Ugliest Series—(in class and for homework)
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
Pretties by Scott Westerfeld		
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Metacognitive Reading Logs Letters to characters in story	students' own understanding of how they read and analyze literature asking original questions- coming up with idea of author's intention	making connections to what they have read or seen before--or creating new connections Student's own involvement with story/text

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm">http://lrs.ed.uiuc.edu/students/jblanton/read/14bestreadingpractices.htm</a>