

**Course Title: Dystopian Literature - (Grade 12-Mini-Course)**

**Course#: H1442**

**Grade: 12**

**Level: Academic/Standard**

**Semester: 5x**

**Credits: 2.5**

### **Course Description:**

Designed to develop proficiency in the specific critical thinking skills required in college freshman English classes, this course focuses on the reading of and writing about more complex, dystopian texts than those previously encountered in high school. The course will begin with a discussion of the dystopian model of fiction in general - its tendency toward envisioning oppressive societies and regimes - and students will reflect on why writers create such alternative models of the world. Students will examine a variety of literary techniques in each novel (e.g., the use of metaphor, symbol, language, moral fable) and will consider how these techniques help us understand issues of identity, self-development, social problems, struggles of the individual against society, and larger theoretical questions concerning genre. The course includes a research project in which students will answer a question, solve a problem, or present a stance about dystopian literature by gathering, evaluating, and synthesizing information from multiple print and digital sources.

### **Course Proficiencies:**

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Demonstrate command of the system and structure of the English language when writing or speaking. (L.SS.11–12.1.)
- 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.KL.11–12.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. (L.VL.11–12.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. (L.VI.11–12.4.)
- Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. (RL.CR.11–12.1.)
- Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. (RL.CI.11–12.2.)

- Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.IT.11–12.3.)
- Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. (RL.TS.11–12.4.)
- Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). (RL.PP.11–12.5.)
- Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). (RL.MF.11–12.6.)
- Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. (RL.CT.11–12.8.)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.AW.11–12.1.)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.NW.11–12.3.)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (W.WP.11–12.4.)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. (W.RW.11–12.7.)
- 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. (SL.PE.11–12.1.)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.II.11–12.2.)
- 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. (SL.ES.11–12.3.)
- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. (SL.PI.11–12.4.)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.UM.11–12.5.)

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.AS.11–12.6.)

### **Assessments:**

The evaluation of student achievement in this class is based on the following:

- Research Project
- Essays/writing prompts (i.e. expository, argumentative, critique, review, persuasive, and research)
- Tests/Quizzes
- Peer conferences
- Writing Portfolio
- Participation in cooperative activities
- Participation in analytical, critical-thinking class discussion
- Final Exam