

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Utopian Literature

Course Code: English 1

COURSE INTRODUCTION:

Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and nonfiction reading and writing. In addition, they will have begun to analyze texts from various angles and for various purposes. The ninth grade course is an overview of exemplary literature across major genres. The units focus on fiction and non-fiction reading, writing, speaking, and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

UNIT DESCRIPTION:

In this unit students will explore man's fascination with the "perfect society" both in reading and writing. Utopian/Dystopian literature provides students the opportunity to explore freedom, equality, repression and societal advancement. *Harrison Bergeron* is the focus text, but others may be used.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: approximately 10 days

CLASS PERIOD (min.): 50 minutes daily

DESE Model Curriculum

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ESSENTIAL QUESTIONS:						
1. What defines Utopia? 2. Why do utopian cultures prosper or fail?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Draw inferences in a text about theme and characters	R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.3: Analyze how and why individuals, events, and ideas develop and interact of the course of a text.	R.1.H.E1.d	1.5	RL.9-10.1		2
		R.2.C.E1.b	1.6 3.5	RL.9-10.3		3
2. Analyze a text for author’s choice in text structure	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	R.2.C.E1.b	1.5 1.6 2.4 3.1	RL.9-10.5		3

DESE Model Curriculum

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<p>3. Compare texts for common theme</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.9: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>R.2.C.E1.c</p> <p>R.1.I.E1.a</p>	<p>1.5</p> <p>1.6</p> <p>3.4</p> <p>3.6</p>	<p>RL.9-10.2</p> <p>RL.9-10.9</p>		<p align="center">4</p>
<p>4. Conduct research to compare fiction to reality.</p>	<p>R.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the</p>	<p>R.2.C.E1.b</p> <p>R.2.C.E1.d</p> <p>R.3.C.E1.c</p>	<p>1.5</p> <p>1.6</p> <p>2.4</p> <p>3.1</p>	<p>RL.9-10.6</p> <p>RI.9-10.1</p> <p>RI.9-10.5</p> <p>RI.9-10.8</p> <p>W.9-10.7</p>		<p align="center">3</p>

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	<p>whole.</p> <p>R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>					
<p>5. Write explanatory text to explore literary elements and non-fiction historical details</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.A.E1.a</p>	<p>1.8</p> <p>2.1</p> <p>2.6</p> <p>4.8</p>	<p>W.9-10.2.a</p> <p>W.9-10.2.b</p> <p>W.9-10.2.c</p> <p>W.9-10.2.d</p> <p>W.9-10.2.e</p> <p>W.9-10.2.f</p> <p>W.9-10.9.a</p> <p>W.9-10.9.b</p>		<p>3</p>
<p>6. Build vocabulary</p>	<p>R.4: Interpret words and phrases as they are used in a text, including</p>	<p>R.1.E.E1.b</p>	<p>1.5</p>	<p>RL.9-10.4</p>		<p>2</p>

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	determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		1.6		
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative—Making inferences chart. Details regarding teaching inferences with a number of printable inference sheets are available at community.thinkfinity.org/servlet/...1.../Making%20Inferences.pdf</p> <p>Formative—small group characterization questions</p> <p>Formative—online vocabulary quiz. Go to http://www.vocabtest.com/definitions.php?tid=54260</p> <p>Formative—notes/notecards recording research of utopian societies or communities</p> <p>Summative—written response—“Compare the society presented in <i>Harrison Bergeron</i> to other utopian societies (communism-Russia/Amana Colonies-Iowa/The Farm-Tennessee/Dancing Rabbit-Missouri/Bethel-Missouri) decide if utopias are positive and sustainable.”</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
1 2	1. Facilitate a close reading of <i>Harrison Bergeron</i> (or other fiction utopian text). Information regarding Close Reading is available at http://performancepyramid.muohio.edu/pyramid/adolescent-education/Reading-Intervention-Strategies/Close-Reading.html				
1	2. Discuss how one draws inferences using details from the text and provide the students with an inference chart (available at community.thinkfinity.org/servlet/...1.../Making%20Inferences.pdf).				
1	3. Divide students into small groups. Provide them with questions to discuss and answer within their groups. See Formative Assessment 2_Harrison Bergeron Example Questions				

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6	4. Direct students to the online vocabulary quiz to assess understanding vocabulary in context
5	5. Review the meaning of informative/explanatory texts/essays and the parts of informative/explanatory essays. Define and discuss the concepts of development, organization, style, purpose, and audience and share a process that may be used to write informative/explanatory essays to address the summative writing prompt. Websites: http://owl.english.purdue.edu/owl/resource/685/02/ ; http://www.ehow.com/how_5880410_write-explanatory-essay.html ; http://www.tailoredessays.com/how-write/explanatory-essay.htm ; http://www.tailoredessays.com/how-write/informative-essay.htm
3 4	6. Supervise as students research utopian societies or communities. Review as they create notes/notecards.
3 4	7. While students compose text in class (using paper/pencil or technology) supervise student progress making sure students are progressing making suggestions if students stall.
5	8. In small groups lead students in peer editing sessions.
5	9. Lead students to publish their essays in a blog/wiki or in paper form.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2	1. Students will read <i>Harrison Bergeron</i>
1	2. Students will participate in an in-class discussion of inferences and complete an inferences chart.
1	3. Students will, in small groups, participate in small group discussions answering the provided questions.
6	4. Students will complete a vocabulary quiz on-line
5	5. Students will review the meaning of informative/explanatory texts/essays and the parts of informative/explanatory essays. Define and discuss the concepts of development, organization, style, purpose, and audience and share a process that may be used to write informative/explanatory essays to address the summative writing prompt.

DESE Model Curriculum

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3 4	6. Students will conduct online research on utopian societies or communities creating notes/notecards recording important information.
3 4	7. Students will draft an essay on the summative prompt.
5	8. Students will peer edit their essays in small groups.
5	9. Students will publish their work in a blog/wiki or in paper form.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Information regarding inferential thinking is available at: community.thinkfinity.org/servlet/...1.../Making%20Inferences.pdf</p> <p>Information regarding Close Reading is available at: http://performancepyramid.muohio.edu/pyramid/adolescent-education/Reading-Intervention-Strategies/Close-Reading.html</p> <p>Information regarding writing strategies are available at: http://owl.english.purdue.edu/owl/resource/685/02/; http://www.ehow.com/how_5880410_write-explanatory-essay.html; http://www.tailoredessays.com/how-write/explanatory-essay.htm; http://www.tailoredessays.com/how-write/informative-essay.htm</p>	