

Dark Days of Future Past Overview (9-12 Full Year Elective)

Course Description	<p>This course offers students the opportunity to explore, analyze, and compare Gothic and dystopian fiction. Students will explore representative works from each genre, reading both foundational texts as well as modern manifestations. As such, students will not only read seminal texts such as Stoker's <i>Dracula</i> and Orwell's <i>1984</i>, but also explore how these works forged the paths for the likes of <i>American Horror Story</i> and <i>The Hunger Games</i>, respectively. By the end of the course, students will be able to identify the recurring themes, tropes, archetypes, and motifs found in Gothic and dystopian fiction, and will make inferences while juxtaposing the two genres. Students enrolling in this elective should be self-motivated readers and interested in literature and/or the genres at hand. Students are not only expected to keep up with regular reading and writing assignments associated with standard English classes, but also to read extensively for this class while creating multimedia products inspired by the readings. These products may take the form of hypertextual readings, crowdsourced annotations, remixes, digital stories, videos, and infographics. Extended texts may include <i>1984</i>, <i>Brave New World</i>, <i>Dracula</i>, <i>Frankenstein</i>, and <i>Fahrenheit 451</i>.</p>
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Unit/Term Name: Gothic Fiction/Semester 1	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> ● What is the role of setting in narrative? ● What are the characteristics of standard Gothic settings? ● What are the conventions of Gothic literature? ● How can characters be reimagined when situated in different settings? ● What is the relationship between an individual and their surroundings? ● In what ways are we products of our environments? ● What happens when an individual ventures into a new, unfamiliar setting? ● How much of our conception of a person is rooted in where that individual comes from or resides? ● What are the possibilities and pitfalls inherent to tremendous ambition? ● What are the implications if two contrasting perspectives both seem viable? Can they coexist? What does this suggest about the nature of Truth?

Skills/Standards/Topics**Priority Standards Covered****READING LITERARY TEXTS**

- Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.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 a text. (RL.2)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.3)
- Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (RL.4)
- 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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.5)
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission). (RL.6)
- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (RL.10)

WRITING

- Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1)
- Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.2)
- Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. (W.3)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.4)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)
- Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to

ongoing feedback, including new arguments or information. (W.6)

-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.7)

-When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.8)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.1)

-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.4)

-Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.5)

-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.6)

LANGUAGE

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (L.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.3)

Resources

[EmPOWER Writing Program](#)- Writing process, organization and development

Other helpful websites and programs pertaining to the elective topic selected at teacher discretion.

Common Writing Rubrics:
[Narrative Writing Rubric](#)
[Informative/Explanatory Writing Rubric](#)
[Argumentative Writing Rubric](#)

Unit/Term Name: Dystopian Fiction/Semester 2

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What are the commonalities and general trajectories of dystopian narratives?
- What is the role of setting in narrative?
- What are the characteristics of standard dystopian settings?
- How can characters be reimagined when situated in different settings?
- What is the impact of shifting narrative voice?
- What is the relationship between an individual and their surroundings?
- In what ways are we products of our environments?
- What happens when an individual ventures into a new, unfamiliar setting?
- How much of our conception of a person is rooted in where that individual comes from or resides?
- What is the effect of remorse/regret in human endeavors?
- What is the nature of empathy and the implications of its appearance?

Skills/Standards/Topics

Priority Standards Covered

READING LITERARY TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.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 a text. (RL.2)

-Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.3)

-Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (RL.4)

-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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.5)

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission). (RL.6)

-Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (RL.10)

WRITING

-Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1)

-Write informative /explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.2)

-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. (W.3)

-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)(W.4)

-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(W.5)

-Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.(W.6)

-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.7)

-When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.8)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.1)

-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.(SL.4)

-Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.5)

-Adapt speech to a variety of contexts and tasks, demonstrating a command of

	<p><i>formal English when indicated or appropriate. (SL.6)</i></p> <p><u>LANGUAGE</u></p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (L.1)</i></p> <p><i>-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.3)</i></p>
Resources	<p>EmPOWER Writing Program- Writing process, organization and development</p> <p>Other helpful websites and programs pertaining to the elective topic selected at teacher discretion.</p> <p>Common Writing Rubrics:</p> <p>Narrative Writing Rubric</p> <p>Informative/Explanatory Writing Rubric</p> <p>Argumentative Writing Rubric</p>

Unit/Term Name: Capstone Project	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> ● What is the role of setting in narrative? ● What are the characteristics of standard Gothic and dystopian settings? ● What are the similarities between these two genres' settings? ● How can characters be reimagined when situated in different settings? ● What is the relationship between an individual and their surroundings? ● In what ways are we products of our environments? ● What happens when an individual ventures into a new, unfamiliar setting? ● How much of our conception of a person is rooted in where that individual comes from or resides? ● What can be made of the fact that while one of the genres at hand confronts the mysteries of the past the other contemplates the mysteries of the future? Is this complicated by the fact that both are immensely popular, often sharing a readership? How does this factor into the process of comparing/contrasting the genres? ● In what ways do labels limit analysis? In what ways do they facilitate analysis?" ● What are the dangers of blindly accepting a particular classification? What are the dangers of refusing to acknowledge a particular classification? ● How necessary – for texts or otherwise – is the determining of

	classification?
Skills/Standards/Topics	<p style="text-align: center;"><u>Priority Standards Covered</u></p> <p><u>READING LITERARY TEXTS</u></p> <p><i>-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.(RL.1)</i></p> <p><i>-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 a text.(RL.2)</i></p> <p><i>-Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.3)</i></p> <p><i>-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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.5)</i></p> <p><i>-Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (RL.10)</i></p> <p><u>WRITING</u></p> <p><i>-Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.1)</i></p> <p><i>-Write informative /explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.(W.2)</i></p> <p><i>-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. (W.3)</i></p> <p><i>-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)(W.4)</i></p> <p><i>-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(W.5)</i></p> <p><i>-Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.(W.6)</i></p> <p><i>-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the</i></p>

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[Informative/Explanatory Writing Rubric](#)

[Argumentative Writing Rubric](#)

Core Texts

A variety of these texts will be used throughout the year to accompany various units and essential questions.

Dracula (Stoker)

Frankenstein (Shelley)

1984 (Orwell)

Brave New World (Huxley)

Fahrenheit 451 (Bradbury)

[supplemental texts]

“Usher II” (Bradbury)

“The Veldt” (Bradbury)

“Shattered Like a Glass Goblin” (Ellison)

“A Rose for Emily” (Faulkner)

“The Legend of Sleepy Hollow” (Irving)

“The Shadow Over Innsmouth” (Lovecraft)

“The Tartarus of Maids” (Melville)

“The Fall of the House of Usher” (Poe)

“The Masque of the Red Death” (Poe)

“The Cask of Amontillado” (Poe)

The Castle of Otranto (Walpole)

“2011: A Brave New Dystopia” (Hedges)

“How to Hack a Car” (Motherboard)

Gattaca (Niccol)

Blade Runner (Scott)

“The Obsolete Man” (The Twilight Zone)

“Days of Future Past” (X-Men)

Back to the Future II (Zemeckis)