

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Science Fiction CP

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Revision/Draft

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Revision/Draft**

## Science Fiction Grades 11 and 12

Science Fiction is a one semester course that introduces students to a world of fantastic possibilities. Students will analyze and respond to a variety of authors interpretations of futuristic societies, post apocalyptic worlds, alien life, time travel, space exploration, the morality of genetic modifications, the relationship between man and machine, and the anxieties of artificial intelligence. The authors will range from H.G. Wells, Isaac Asimov, Philip K. Dick, Margaret Atwood, Aldous Huxley, Arthur C. Clarke, and George Orwell. Types of texts range from short story, novel, articles, essays, reviews, and criticism in order to develop a meaningful understanding and appreciation of the complex themes in Science Fiction. In addition to reading fiction and nonfiction texts, students will view several theme based films with accompanying class discussions, writing prompts, and analytical/comparative essays between what we have read and seen in class. Students will also engage in research projects, presentations, and creative writing. All senior and junior electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment. Students may also choose to participate in the summer reading activity for extra credit.

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## Pacing Guide

- |  |           |
|--|-----------|
| 1. Science Fiction Evolution (Short Fiction) | 4-6 Weeks |
| 2. Space Exploration and Alien Life          | 4-6 Weeks |
| 3. Dystopia/Utopia                           | 3-4 Weeks |
| 4. A.I. - Man and Technology                 | 2-3 Weeks |

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Unit 1 - Science Fiction Evolution

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b>                  CCSS.ELA-Literacy.RL.11-12.1                  Cite strong and thorough textual evidence 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.</p> <p>CCSS.ELA-Literacy.RL.11-12.2                  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.</p> <p>CCSS.ELA-Literacy.RL.11-12.3                  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</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Identify the conventions of literary genres</li> <li>- Evaluate a text in terms of Science Fiction genre conventions</li> <li>- Understand literary subgenres</li> <li>- Analyze how literature can change over time</li> <li>- Understand how authors use verisimilitude to create believable worlds</li> <li>- Write a well organized and structured essay</li> <li>- Craft narratives to convey their understanding of Science Fiction</li> <li>- Use techniques like plot, pacing, dialogue and character development to write a Science Fiction short story which explores a real world scientific/technological idea set in a future or imagined world.</li> </ul>	
	<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b>  <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>- Science Fiction is a mainstream genre that consists of many different kinds of stories that span many different mediums.</li> <li>- Sci Fi stories are a product of the time period in which they were produced.</li> <li>- Sci Fi has evolved over time.</li> <li>- Sci Fi authors use the conventions of the genre to tell stories about the real world of today.</li> <li>- Sci Fi authors using a variety of writing techniques to develop a theme.</li> <li>- Sci Fi topics and themes are interconnected.</li> <li>- Writing a good essay helps organize and structure your arguments and thoughts.</li> <li>- Writing is clear, organized, and with a specific purpose for the audience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How does the narrative voice change?</li> <li>- How does the view of science/technology change?</li> <li>- How does the structure of the story change?</li> <li>- What do older Sci Fi stories focus on that newer ones do not?</li> <li>- What are the conventions of the Science Fiction genre?</li> <li>- What does a story "need" to be considered Sci Fi?</li> </ul>	

<p>ordered, how the characters are introduced and developed).</p>		
<p>CCSS.ELA-Literacy.RL.11-12.5 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>CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>-The conventions of the Sci Fi genre.</li> <li>-How authors create verisimilitude in their work.</li> <li>-Sci Fi sub genres - Dystopia/Utopia, Cyberpunk, Steampunk, Alternative History, Time Travel, Space Exploration, Alien Invasion, Space Opera.</li> <li>-Hard Sci Fi vs. Soft Sci Fi.</li> <li>-Narrative techniques - Characterization, tone/mood, imagery, symbolism, metaphor/simile.</li> <li>-Worldbuilding</li> <li>-Philosophy - Existentialism</li> <li>-Plot pacing and progression.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>-Analyzing short stories for theme.</li> <li>-Analyze thorough and relevant textual evidence.</li> <li>-Close read for textual evidence</li> <li>-Citing pertinent textual evidence.</li> <li>-Evaluating a piece of fiction for Sci Fi conventions</li> <li>-Comparing Science Fiction stories and authors</li> <li>-Determining how Sci Fi has changed over time.</li> <li>-Organizing and structuring their formal writing.</li> <li>-Creating their own unique Science Fiction stories</li> <li>-Using a variety of narrative techniques.</li> </ul>

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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Focus/exposition - Your story follows the form of a short story by focusing on a small set of characters and a specific Science Fiction setting.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, Sci Fi world, and conflict.	Goal/challenge - Students will create a Science Fiction short story which explores a real world Scientific/Technological idea set in a future or imagined world.  Role for student - Creator, author, and story editor.
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	Audience for student work - Student body of NMHS, peers in Science Fiction class.
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	Situation - You are an aspiring Sci Fi author looking to publish your work. There are many Sci Fi stories that you have read and seen and you know there are many different directions you can go with your story. You want to add your own unique voice to the Sci Fi literary canon.
M, A	Students brainstorm ideas for their stories - setting, Sci Fi elements, characters, etc...	Products and performances generated by students - You will create and develop your own story by creating a future or imagined world and a set of believable characters that inhabit it. Your story will focus on a real world scientific or technological idea/issue. You will provide feedback, edits, and revisions for yourself and your peers in class.
A	Students draft, conference, and revise their writing throughout the entire process.	Standards/criteria for judging success - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Science Fiction genre in their story.
A	Students will provide and receive constructive feedback from their peers.	

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, A</b>	<p>Students will respond in their notebooks or on a separate piece of paper to the questions “What is your favorite Science Fiction story?” “What makes that story Science Fiction?” and “What does a story need to be considered Science Fiction?” Encourage students to think about their favorite books, tv shows, and films as they write out their thoughts and ideas. Encourage the students to organize their thoughts into separate paragraphs (2-3 small paragraphs). After students have finished writing their responses go over their thoughts and responses with a class discussion and put the biggest, most repeated conventions of Science Fiction on the board - this will act as an initial class definition of what is Science Fiction. Then introduce the large assignments and Performance Tasks for this Unit. Comparative Essay and their own Sci Fi short story. <b>W, H, E</b></p>	
<b>T, M</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will read through the first chapter of Science Fiction by Adam Roberts <i>The New Critical Idiom</i>. Students will list the essential features of Science Fiction as outlined by the text. The class will note other stories that fit this definition. We will compare the original list of Sci Fi features to a new, more sophisticated definition. Class will learn about the various Sub-genres of Sci Fi. <b>W, H, E, T, O</b></p>	<p>Progress Monitoring</p> <p>Class discussion, notes, class will compare their original definition to the ideas found while reading the Science Fiction text. Develop a class definition of Science Fiction.</p>
<b>T, A</b>	<p>Students will learn about plot structure/organization - plot diagram. Story vs. Plot. We will read the story “The Country of the Blind” by H.G. Wells. The class will understand a basic outline/structure of a short story and identify those aspects in the short story. <b>W, E, T, O</b></p>	<p>Class discussion, notes. Students will fill out a plot diagram chart for the story. After this is completed we will discuss the structure features of the story, the progression of the plot, the conclusion, etc.</p>
<b>T, M, A</b>	<p>Teacher will model brainstorming strategies for the class to come up with their own ideas. Take a relevant idea/issue in the real world and try to turn that into a Science Fiction story. Students will use the brainstorming strategies to begin to come up with three possible story focuses for their stories. <b>W, H, E, R, T, O</b></p>	<p>Lists, mind maps, and notes. Students will list three real world issues/problems that their stories can be about and then they will list/write three possible story focuses (Science Fiction genre features).</p>

<p><b>M, A</b></p>	<p>The students will learn about literary Verisimilitude and how Sci Fi authors create verisimilitude in their work. We will read the story "Profession" by Isaac Asimov - build on the previous lesson by noting the plot structure of the story and what elements of this story create a realistic and believable world. <b>W, E, E</b></p>	<p>Essential question: What makes a story Sci Fi? Students will list the plot structure to this story and write an explanation of the specific Science Fiction story features - analyze verisimilitude. Students will answer the question, "What is the author doing that makes this story believable and real?"</p>
<p><b>M, A</b></p>	<p>Students will learn about setting - where and when a story takes place. We will read "Nightfall" by Isaac Asimov - as we read the class will note previous lessons - plot structure and literary verisimilitude. Additionally, class will discuss and outline the setting and premise of this story and how Asimov create this. <b>W, E, R, E, T</b></p>	<p>Class discussion. Small group work. Class will discuss the setting features of this story and begin to brainstorm possible settings for their stories.</p>
<p><b>M, A</b></p>	<p>Students will learn about narration and POV (point of view) - Who is telling the story? The class will read "Flower for Algernon" by Daniel Keyes. Teacher will model how authors utilize narration and POV in their stories. Students will build on previous lessons - noting everything we have learned so far into Algernon <b>W, E, R, E, T, O</b></p>	<p>Class discussion. Small group work. Students will work on identifying the features we have been discussing so far into this story. Small groups will analyze how/why certain narration and POV can affect and audience feelings towards a story or character.</p>
<p><b>T, M, A</b></p>	<p>Students will learn about characterization - Personality traits and dialogue. The class will identify the personality traits of characters we have read so far as well as those of the story "Even the Queen" by Connie Willis. The class will compare/contrast two main characters from two different stories. <b>W, E, E</b></p>	<p>Class discussion. Individual work. Students will write out characterization traits for two characters we have read so far and compare/contrast how the author gives these characters unique personalities. Class will work on practicing a dialogue between these two characters.</p>
<p><b>A</b>  <b>A</b></p>	<p>Students will start making their own connections between stories we have read. The class will read "Bloodchild" by Octavia Butler and outline all the elements we have learned so far. Plot structure, characterization, setting, narration/POV, and verisimilitude. The students will analyze and explain these elements from the story and how this story compares to previous ones. <b>W, E, R, E, T, O</b></p>	<p>Class discussion. Group/individual work. Students will read the story and apply what we have learned through group work and on their own. Outline how the author uses all the features we have discussed so far then compare this story to a previous one on your own -specify how the authors utilized certain narrative techniques.</p>

<p><b>A</b></p>	<p>Students will take all of these ideas and topics from close reading these mentor texts and begin to write their drafts. Students should already have brainstormed the story focus, setting, and possible characters. Teacher will model strategies to writing a first draft. Students will fill out a plot diagram for their stories and begin writing. <b>W, H, R, T, O</b></p> <p>Students will give and receive constructive criticism on their stories. Students will trade copies and Peer review each other's work. Students will have to note the Science Fiction features of their stories and other narrative techniques we have learned about. <b>W, H, E, R, E, T</b></p> <p>Teacher will assign conference time and draft working. Students will revise their draft based off of Peer feedback and work on their final draft. <b>W, E, R, E, T</b></p>	<p>Class discussion, individual conferences. Students will finalize their decision for their story and begin filling out a plot diagram chart to outline the story, character, and topics/themes of their story.</p> <p>Peer review/conference. Students will read each others draft and provide constructive feedback - specifically on the narrative techniques we have been learning about. The students will begin to revise their drafts after feedback.</p>
	<p>Recommended Resources:  Science Fiction by Adam Roberts  Science Fiction and You  Science Fiction short stories  "Country of the BLind" by H.G. Wells  "The War of the Worlds" 1938 Radio broadcast  "Profession" by Isaac Asimov  "Nightfall" by Isaac Asimov  "Flowers for Algernon" by Daniel Keyes  "Even the Queen" by Connie Willis  "Bloodchild" by Octavia Butler  "Welcoming to your Authentic Indian Experience" by Rebecca Roanhorse</p>	

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Unit 2 - Space Exploration and Alien Life

Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p>	<b><i>Transfer</i></b>	
<p>CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>-Analyze how authors use Worldbuilding to make believable worlds/creatures.</li> <li>-Understand authors use Logic and Reason as the backbone to their stories.</li> <li>-Compare stories for key themes and ideas.</li> <li>-Analyze multiple interpretations of a text.</li> <li>-Close read and analyze a visual text - film.</li> <li>-Apply an understanding of adapting source material - how directors adapt a story to the screen.</li> <li>-Use digital media to enhance a unique interpretation of a text.</li> </ul>	
<p>CCSS.ELA-Literacy.RL.11-12.2 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.</p> <p>CCSS.ELA-Literacy.RL.11-12.7 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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CCSS.ELA-Literacy.SL.11-12.5</p>	<b><i>Meaning</i></b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>-Strong Sci Fi uses Logic and Reason when fleshing out imagined worlds and creatures.</li> <li>-Space exploration and Alien life are central ideas to much of the Genre.</li> <li>-Sci Fi authors use similar themes and topics - they are connected through the genre.</li> <li>-The Historical Context is important for interpreting Sci Fi.</li> <li>-Film greatly contributes to the reasons why Sci Fi is mainstream today.</li> <li>-The language of film is important in telling a visual story.</li> <li>-Film adaptation is based on director choices and necessary changes from the source material.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What is humanity's obsession with space?</li> <li>What is the history of humanity?</li> <li>Why do we have such a desire to explore space?</li> <li>What mysteries does the Universe contain?</li> <li>Is Alien life real?</li> <li>How does language affect our thoughts?</li> <li>How would the world react if we found out that aliens are real?</li> <li>How do modern Sci Fi stories view Time?</li> <li>Is Time linear?</li> <li>Does fate control our lives or do we make our own choices?</li> <li>How does historical context affect the text?</li> </ul>

<p>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.</p> <p>CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>		<p>What central changes happen when a story is adapted to a film? How can these stories connect to our world today?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>-Arthur C. Clarke and Ted Chiang Bio</li> <li>-1960's and 1990's historical context.</li> <li>-Verisimilitude</li> <li>-Adaptation studies.</li> <li>-Film terminology and techniques</li> <li>-A.I.</li> <li>-Solar System and space flight.</li> <li>-Comparative analysis</li> <li>-Screenplay writing and storyboarding.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>-Analyzing two stories for a similar theme.</li> <li>-Comparing two directors visual style.</li> <li>-Cite thorough textual evidence</li> <li>-Identifying and using Film terminology</li> <li>-Evaluating film techniques</li> <li>-Critiquing how a director adapts a story to the screen.</li> <li>-Creating a Scene adaption for a specific audience.</li> <li>-Collaborating with small group to complete a goal.</li> <li>-Creating a unique Alien life form</li> </ul>

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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p><b>Focus/purpose</b> - Scene is focused and consistent throughout your work. The intended purpose (filmed scene) is achieved in a sophisticated manner. Scene chosen is a significant moment from either story. The scene is adapted for modern times and modern audiences.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Students will adapt a scene from 2001: A Space Odyssey or A Story of Your Life to modern times. Students will write a screenplay, create a storyboard, and film their adapted scene.</p> <p>Role for student - You are an aspiring writer/director who will be adapting a scene from a book that already has two well known and well received films.</p>
A	<p><b>Preparation</b> - Evidence of superior preparation is clear. Effort is seen throughout the project. Class time is utilized in an effective and organized way. Each member of the group is responsible for a specific piece of the project.</p>	<p>Audience for student work - General movie viewing audience, peers in class, people who have already read/seen these stories.</p> <p>Situation - You must choose a significant moment in either story and adapt the scene based on your own interpretation. Choose a scene that does not show up in either film or put your own creative/unique spin on a scene. These are the real life problems a director faces when adapting a well known story to film.</p>
T, M, A	<p><b>Screenplay - Scene Adaptation</b> - A significant/important scene is chosen from either story. The dialogue translation is adapted to Modern speech. Screenplay is clear to the reader. Dialogue is appropriate and creative - The focus/purpose of the chosen scene is still intact despite creative changes made to the scene. .</p>	<p>Products and performances generated by students - Students will write a screenplay for their scene, develop a storyboard to outline how they will film their scene, and film a 5 min scene adaptation.</p> <p>Standards/criteria for judging success - Students master the elements of adaptation by following the provided Scene Adaptation Project rubric. Students successfully complete their pre-filming work (screenplay and storyboard).</p>
T, M, A	<p><b>Storyboard</b> -</p>	



<p>T</p>	<p>Storyboard is produced in a neat and clear format. Your entire scene is organized and mapped out before you film. Story board sets up shots and visuals you will be using.</p> <p><b>Language/conventions/quality</b> - Spelling and grammar are perfect. Page length met or exceeded for either option. Project is clear, neat, and organized.</p>	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Write an essay that compares two directors visual style</li> <li>Short responses to essential questions written in class</li> <li>Comparing/analyzing characters from different stories and films</li> <li>Brainstorming ideas for short stories</li> <li>Short quizzes on film terms</li> <li>Short quizzes on texts (2001 and A Story of Your Life)</li> <li>Verisimilitude - Design your own Alien Lifeform</li> <li>Participation in small group and class discussions</li> <li>Participation in collaborative group work for Scene adaptation project</li> <li>Write a unique Film Review/Criticism</li> </ul>

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>T, M, A</b>	Students will respond to two essential questions in their notebooks or on a separate piece of paper: “What is so alluring about space or aliens for humans?” and “What are the most important features to consider when you are adapting a book into a film?”	
<b>T, M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher activates prior knowledge by asking students to reflect/build off of what we learned in the previous unit: What do good Sci Fi authors do? and How has Science Fiction changed over time? What kinds of ideas do modern Science Fiction authors focus on? <b>W, H, R, E, T, O</b></p>	<p>Progress Monitoring</p> <p>Class discussion and individual response. Class will make a history of Sci Fi list and will explain how they think Sci Fi has changed over the years.</p>
<b>M</b>	<p>Teacher will introduce the big projects students will be working on during this unit: Comparing directors visual style and creating their own unique scene adaptation of a story. Teacher will introduce Arthur C. Clarke, watch a biography video on this life and contributions to Sci Fi. The class will begin reading 2001: A Space Odyssey. Outline big ideas of this story and begin answering essential questions. <b>W, E, T, O</b></p>	<p>Class discussion, notes.</p>
<b>T, M</b>	<p>The class will learn about specific film terms and techniques. We will look at film examples of each one. Students will apply this to films they already know and the class will think of their favorite moments from these films and figure out what film techniques are being used. The class will learn about Stanley Kubrik and begin watching the film 2001: A Space Odyssey. Teacher will pause film at specific moments to explain film techniques being used and model thinking as to why specific shots and techniques were used - based off film terminology list. <b>W, H, E, E, T</b></p>	<p>Class discussion, notes, hand outs. Students will discuss in small groups their favorite films and what specifically they like about these films. The class will apply film terms to films that they know and will find examples of these techniques from their favorite films.</p>

<p><b>T, M</b></p>	<p>The class will understand the historical context of a book/film. We will research the 1960's and how the socio-political climate affected the kind of story being developed. <b>H, E</b></p>	<p>Class discussion, individual research.</p>
<p><b>T, M, A</b></p>	<p>The teacher will introduce the short story "A Story of Your Life" to the class. We will discuss the author and his bio. The teacher will introduce key ideas about language to the class. The students will answer the essential question: "Would you change your life if you knew the future?" and "How would the world react if aliens were discovered to be real and came to Earth?" <b>W, H, T</b></p>	<p>Class discussion, notes, individual writing responses -motivate and hook the students. Read through and discuss their responses to the essential question.</p>
<p><b>M, A</b></p>	<p>The students will begin viewing the film <i>Arrival</i> - the adapted story based off of the short story. As the class watches they will be asked to apply what they learned about story and film. They will take notes about structure, pacing, film techniques and, most importantly, what changes were made from book to film and the screenplay. <b>W, H, E, T, O</b></p>	<p>Class discussion, small group work, individual notes taken during film viewing. Class will hand in their notes and responses.</p>
<p><b>M, A</b></p>	<p>Teacher will outline and introduce the Performance task to the students. The teacher will offer suggestions and strategies for how to handle adaptation. The class will discuss adaptation techniques based off of previous lessons and previous viewings of the two films. Students will discuss the changes made in 2001 and <i>Arrival</i> and answer the question "why are elements of a written story changed when adapting to a film?" <b>W, E, E, T</b></p>	<p>Class discussion, small group work, individual responses. Discuss rubric and directions. Students will discuss responses in small groups and hand in their individual responses. Individual responses should reflect what you have learned about film techniques.</p>
<p><b>T, M, A</b></p>	<p>Students will get into groups and decide which scene from which story they will be adapting. Teacher will model strategies for working in a collaborative groups - delegating responsibilities, creating shared Google Docs and Slides. Students will begin to look at a real screenplay to see how they are written by closing reading this mentor text in their groups. Students will begin working on their screenplay. <b>W,</b></p>	<p>Small group work and teacher conferencing. Teacher will assist students in their choices. Small groups will look at a screen play together and the class will develop the criteria for writing a good screenplay.</p>

<p><b>M, A</b></p>	<p><b>H, E, T, O</b></p> <p>Teacher will introduce what a storyboard is to the class through popular examples and videos. Teacher will model how storyboards are used and strategies to developing one. Students will begin to outline the visuals/shots of their adaptation after they have completed their screenplays. <b>W, H, E, E, T</b></p>	<p>Class discussion, notes, individual responses. Students will share their screen plays with other groups and the teacher - students will ask questions about their screen plays. Students will share their story board outlines/ideas.</p>
<p><b>M, A</b></p>	<p>Teacher will provide time to conference and film. Teacher will approve screenplay and storyboard before they begin the filming process. Students will begin filming their adaptations. <b>E, R, E, T, O</b></p>	<p>Small group and individual work time. Teacher conferences. Students will receive and provide feedback to other groups based on their initial screenplays and storyboards.</p>
<p><b>A</b></p>	<p>Students complete their adaptations and the class will have an informal viewing party. Teacher and students will view each adapted scene and each group will explain the rationale for their scenes and field questions from the class and teacher. Students will answer the essential question one final time after completing the project: "What makes a good adaptation?" and "what changes need to be made when adapting a story for the screen?" Students will show what they learned through their project and their reflective responses. <b>H, E, T</b></p>	<p>Class discussion, individual responses. Students will explain their rationale to the class. Students will receive and provide feedback to each small group. Individual responses will be handed in.</p>

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Recommended Resources:

2001: A Space Odyssey by Arthur C. Clarke

2001: A Space Odyssey (film) by Stanley Kubric

“A Story of Your Life” by Ted Chiang

Arrival (film) by Denis Villeneuve

Screenplays CrashCourse Youtube

<https://www.youtube.com/watch?v=TARsoxST0tQ>

Game of Thrones Storyboards: The Ice Wall | io9 Exclusives

<https://www.youtube.com/watch?v=1YzNJq87MPs>

Storyboard to film comparison

[https://www.youtube.com/watch?v=Y\\_h-5qpHFO0](https://www.youtube.com/watch?v=Y_h-5qpHFO0)

Film Analysis Guide handout

Revision/Draft

Unit 3 - Dystopia/Utopia - Methods of Control

Stage 1 Desired Results

**ESTABLISHED GOALS**  
[CCSS.ELA-Literacy.RL.11-12.4](#)  
 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. (Include Shakespeare as well as other authors.)

[CCSS.ELA-Literacy.RL.11-12.7](#)  
 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novels or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.SL.11-12.5](#)  
 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and

*Transfer*

- Students will be able to independently use their learning to...*
- Compare and contrast how authors use narrative in a variety of texts.
  - Understand how some Governments impose control on citizens.
  - Analyze how stories of a Dystopian future are really comments/criticisms of the world of the author's time period.
  - Compare how politics, language and propaganda can affect and manipulate a population's perception.
  - Collaborate with their peers on a specific task.
  - Develop and strengthen research skills.
  - Effectively create, present, and teach an understanding of a text to their peers.
  - Use digital media to create a unique and insightful presentation.

*Meaning*

**UNDERSTANDINGS**  
*Students will understand that*

- Authors of the Dystopian genre focus on similar narrative elements
- Dystopian protagonists share similar character traits (personality, world view, motivation, revolutionary ideas)
- Understand how repressive Governments use varying levels and types of control
- Understand that stories of a Dystopian future are really comments/criticisms of the world of the author's time period.
- Note how Dystopian Societies operate under the illusion of a Utopia.
- Explain how a population's perceptions and beliefs can be shaped or guided by language and politics.
- Propaganda is a powerful tool of a Dystopian

**ESSENTIAL QUESTIONS**  
*Students will keep considering...*

- What is my role/purpose in society?
- Why do authors write about such nightmarish future scenarios?
- What is the difference between Utopia and Dystopia?
- What is my relationship to the society/culture that I live in?
- Do I disagree with what I see in government/politics?
- How does the power of Government go unchecked?
- How is propaganda used to spread a message?

<p>evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>	<p>Government to control and condition the population.</p> <ul style="list-style-type: none"> <li>- Identify the conventions/criteria of Dystopian and Utopian society</li> </ul>	<p>How can a Government control or limit individual freedoms?</p> <p>What are the different ways a government can condition or control its population?</p> <p>How can a government use information to control the population?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>-Dystopian author narrative techniques</li> <li>-Speculative Fiction</li> <li>-Worldbuilding</li> <li>-Verisimilitude</li> <li>-Dystopia and Utopia</li> <li>-Propaganda</li> <li>- Conventions/traits of Dystopian Societies</li> <li>- Conventions/traits of Utopian Societies</li> <li>-Character traits of Dystopian Protagonists</li> <li>-Forms of control a Dystopian Government/society uses.</li> <li>-How to collaborate with peers</li> <li>-How to create and present an effective presentation.</li> <li>-Infographic</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyze Dystopian Protagonist traits across different narratives.</li> <li>-Compare and analyze author storytelling techniques across different texts.</li> <li>-Creating a believe Utopian Society</li> <li>-Creating effective propoganda from the perspective of the Dystopian Government.</li> <li>-Create, rehearse, and teach the class about a text.</li> <li>-Summarize story details.</li> <li>-Cite thorough and significant textual examples.</li> <li>-Compare and analyze the types of dystopian control across different texts.</li> <li>-Collaborate in small groups</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Preparation - Presentation shows strong evidence of rehearsal and practice. Class time is used effectively by group members.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, A	Content - All required content is insightful and elaborate. Strong story summary. Overview of setting, characters, and forms of Dystopian control present. Dystopian Protagonist overview. Direct quotes/examples from the text. Student developed Propaganda (visual and slogan from the text)	Goal/challenge - Students will create a presentation of their interpretation and understanding of a dystopian story of their choosing to the class.  Role for student - You are a Science Fiction expert giving a TedTalk outlining the importance of the story you chose to read. You will be focusing on why your chosen text is important for a free society to read. The group consists of other students who chose and read the same text.
T	Organization - Presentation is exceptionally clear and organized. There is a clear sense of beginning, middle and end. The progression of slides/ideas makes sense for the audience and does not confuse them. Has a conclusion that wraps up what the students learned about their book and the Dystopian genre.	Audience for student work - Peers in the Sci Fi class. Students in the audience will be taking notes and developing questions for the groups as they present.  Situation - You must cover a story summary, characters, world building, themes, and dystopian government. You must explain HOW the government uses different forms of control on its citizens. The students are the experts teaching the class about the features of their book. Treat this as a class, conference, presentation, or Ted Talk.
T, M, A	Delivery - Public speaking skills. All group members speak and contribute. Students speak loudly and clearly for the class. Body language - Students address their audience, use eye contact, and do not have your back to the class. Shows style and enthusiasm about the topic.	Products and performances generated by students - Students will collaborate with their group members to produce a clear and organized presentation (Google Slides, Powerpoint, Prezi, etc..). Develop your own Infographic to visually show information from your book. Create your own unique piece of propaganda from the dystopian government of your story. Use direct quotes/examples from the text as well as visuals - student made or found. Oral presentation skills must be used effectively.
T, A	Audio Visual Aid - Presentation is creative, supportive, and meaningful. Creative visuals used as well as a student made infographic and Propaganda included with presentation.	



Revision Draft

### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
<b>T, M, A</b>	Students will participate in a motivating activity that responds to the essential questions “What is my personal relationship to my Government?” and “What are the different ways a government can condition or control its population?”	
<b>M</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Students will participate in a motivating activity to set up some of the big ideas and questions of this Unit. The class will read Neil Gaimen’s introduction to Fahrenheit 451. As the class reads we will discuss and outline his arguments on the SmartBoard - specifically his definition of “Speculative Fiction” and where dystopian authors draw their inspiration from. The students will then follow Gaimen’s “What if, if this goes on...” outline to choose a relevant current issue/problem in the world and what this problem would logically look like in 50-100 year in the future. Students will share their scenarios with a small group and then share out with a class discussion. <b>W, H, E, T, O</b></p>	<p>Progress Monitoring</p> <p>Class discussion, small group discussion, SmartBoard notes review/overview, individual written response.</p>
<b>T, M, A</b>	<p>Teacher will outline essential questions of the unit and culminating Performance task. The class will go over the definition of utopia and dystopia - we will make a class list of features of each type of society and share out. Then we will watch a video outlining the origins of the world dystopia and we will compare our findings from this video to the class definition. Then the class will begin reading Thomas More's Utopia story - abridged descriptions of Part II. <b>W, H, E, T, O</b></p>	<p>Class discussion, notes. Initial class definition of utopia will be reevaluated after watching the video on the origins of the term. Class will be asked to apply our previous learnings about how Sci Fi authors write to Thomas More's Utopia story.</p>
<b>T, M, A</b>	<p>Teacher will introduce the idea of Worldbuilding. We will define the term and watch a video that outlines the idea. The class will think back to previous stories and explain how</p>	<p>Class discussion, notes, questions developed by the class. Students will individually respond to the question: How have previous authors we have read</p>

	<p>certain authors used worldbuilding as a part of their stories. We will then apply this understanding to utopia and look at how Moore created a believable and realistic society relative to his time period. <b>W, H, E, R, T, O</b></p>	<p>used worldbuilding in their stories? The class will also submit a response by applying this to Utopia.</p>
<p><b>T, M, A</b></p>	<p>Students will closely read an article that argues for more utopian fiction in pop culture. The class will outline the authors argument as well as the important features of utopian fiction that the author finds important. <b>H, E</b></p>	<p>Class discussion, class annotations to the article, individual response. Students should explain the features of Utopian Fiction and identify the main arguments of the author.</p>
<p><b>T, M, A</b></p>	<p>Class will work in small groups or with a partner to design and create their own unique utopian society. The class must outline all the features of their world and how it came to be. This will activate prior knowledge about the topic as well as what we have learned in the last class. The class must consider all aspects of a society and their idealized version of it. The students will have to explain how they used worldbuilding to create a realistic society through presentation, poster, or written paper. Students will present and explain their societies to the rest of the class. <b>W, H, E, E, T</b></p>	<p>Class discussion, group work. Students will design their own Utopian society through Prezi, Powerpoint, Google Slides, or through a written paper.</p>
<p><b>T, M</b></p>	<p>Teacher will introduce the specifics of the Performance task - go over directions and rubrics. Teacher will introduce the three options that students can choose to read: Brave New World, 1984, and The Handmaid's Tale. Students will have the opportunity to read samples of each text as they decide which one to read. This will decide the group they will be in for the Performance task. There may be more than three groups depending on the class size. The teacher will have to outline a brief reading schedule to make sure each group stays on task. <b>W, H, E, R, T</b></p>	<p>Class discussion, directions and rubrics, students will sign up for the book they want to read and work with that specific group.</p>
<p><b>T, M</b></p>	<p>Class will be allowed time to read their chosen books. Teacher will then introduce and outline the dystopian genre features and characteristics. Class will go over notes about dystopian stories. Students will work in groups to characterize</p>	<p>Class discussion, group work, individual work, teacher conferencing. Groups will characterize their main character and how they show specific traits of the Dystopian Protagonist.</p>

<p><b>T, M, A</b></p>	<p>the main character of their story. They will identify which features of the dystopian protagonist their character shares and which characteristics are unique. Groups will share out their ideas with the rest of the class and we will identify key features of a dystopian protagonist. <b>W, E, R, T, O</b></p> <p>Students will learn about the setting and type of government in their story. They will outline who has the power in their Governments and how that political group maintains power. The students will reference their books in finding direct quotes and examples that tell them about their government and the world. Students will apply their understanding of worldbuilding to their story by explaining how the author creates a believable world and society in their story. Each group will share out the features of their world, society, and government. <b>W, E, T</b></p>	<p>Class discussion, group work, notes, cite relevant textual evidence. The students will identify and explain how their author uses worldbuilding in their story. The students will need to identify the features of their dystopian society. The class will compare their Dystopian Governments/settings.</p>
<p><b>T, M, A</b></p>	<p>Teacher will introduce propaganda to the students. The class will activate prior knowledge of what they already know about Propaganda and what they have learned in previous classes. The teacher will model strategies to analyze a visual text. The class will analyze well known Propaganda images together. We will pay attention to how the slogan and the visual work together to convey a message to the audience. The class will independently analyze a final propaganda image. <b>W, H, E, T, O</b></p>	<p>Class discussion/analysis, individual responses, notes, visual analysis. Students will discuss their analysis verbally and move on to writing an analysis of a Propaganda image specifying how the slogan and the visual work together.</p>
<p><b>M, A</b></p>	<p>The students will then apply this knowledge of Propaganda back to their stories in small groups. The groups will look for propaganda, slogans, and imagery from their texts to see how the authors create believable Propaganda in their specific Dystopian world. The teacher will prompt students to answer an essential question: "How is propaganda used to spread a message?" The students will share these features of Propaganda they find between the different books groups. The students will need to create a piece of Propaganda for their Performance task. <b>W, H, E, R, T</b></p>	<p>Class discussion, small group work. Groups will answer the essential question and share out any propaganda or features of manipulation in their Dystopian stories.</p>

<p><b>T, M</b></p>	<p>The class will answer the essential questions: How does the power of Government go unchecked? How can a Government control or limit individual freedoms? What are the different ways a government can condition or control its population? The class will work in their text groups to find textual examples of control. The teacher will outline what different forms of control look like from the Dystopian Genre Notes. The students will identify these features in their respective stories. <b>W, E</b></p>	<p>Class discussion, small group work, individual responses. Students will work together to understand how Dystopian Governments use various methods of control. They will need to analyze and explain how their Dystopian Society controls and conditions its population.</p>
<p><b>T, M, A</b></p>	<p>The class will begin brainstorming and outlining their TedTalk performance task. The class will watch a TedTalk on how to make a good presentation together and discuss the features of a good presentation and how effective the presenter was. The class will need to use these strategies in their Performance tasks. The teacher will confer with students as they begin brainstorming their presentations and delegating group responsibilities. <b>W, H, E, R, T, O</b></p>	<p>Teacher modeling, group work/collaboration, directions/rubric checklist. The class will be able to identify what makes a good public speaker and what makes a good presentation - they will need to apply these learning to their Performance Task.</p>
<p><b>A</b></p>	<p>The students will complete their TedTalks and follow along with the project checklist to make sure each component is there. The students will take time to rehearse and practice their presentations before giving them to the class. As each group presents, the rest of the students in the class will be taking notes and developing questions for the group post-presentation. Each group will have to field questions from the class about their presentations. Each group member will finalize their projects by completing a Post-Project reflection - The students will outline what they were responsible for in the project. The students will explain what they did individually and collaboratively. <b>H, R, E</b></p> <p><b>Additional Resource:</b></p>	<p>Group Presentations. Directions and rubric checklist applied to each group. Peers will be paying attention and taking notes from each group. Students will have to write a brief comparative analysis between all three texts. They will need to compare/contrast the different forms of control in each text after viewing each group TedTalk.</p>

<p>Neil Gaiman forward to Fahrenheit 451 <b>Brave New World - Aldous Huxley (core text)</b> <b>*1984 - George Orwell (core text)</b> <b>Handmaid's Tale - Margaret Atwood (core text)</b> Teacher Chosen propaganda images Dystopian Genre Notes Death by PowerPoint TedTalk video Why We Need Utopian Fiction by Eleneanor Tremeer Children of Men: Don't Ignore The Background <a href="https://www.youtube.com/watch?v=-woNImVcdjc">https://www.youtube.com/watch?v=-woNImVcdjc</a> "Nosedive" and "15 Million Merits" - Black Mirror BBC - China's Social Credit System</p>	
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Unit 4 - A.I. - Man and Machine

Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p>	<i>Transfer</i>	
<p><a href="#">CCSS.ELA-Literacy.RI.11-12.1</a> Cite strong and thorough textual evidence 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.</p> <p><a href="#">CCSS.ELA-Literacy.RI.11-12.7</a> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>-Make independent choices on what they want to learn based on their interests</li> <li>-Effectively read informational texts</li> <li>-Develop and conduct research skills</li> <li>-Develop and answer their own research questions</li> <li>-Write a research paper that synthesizes multiple sources</li> <li>-Give an effective presentation</li> <li>-Convince and persuade an audience</li> </ul>	
<p><a href="#">CCSS.ELA-Literacy.W.11-12.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-Literacy.W.11-12.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">CCSS.ELA-Literacy.W.11-12.7</a> Conduct short as well as more sustained research projects to</p>	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>-Developing Artificial Intelligence (A.I.) bears important ramifications on the world (ethically, morally, philosophically)</li> <li>-Science Fiction writers follow a real world idea through to create a logical and realistic scenario.</li> <li>-You can answer your own questions when you can effectively research a topic.</li> <li>-A good presentation is based on research, preparation, and rehearsal.</li> <li>-An effective argument is proven by developing ideas in a logical progression.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What does it mean to be human?</li> <li>What is the relationship between man and machine?</li> <li>What is real/authentic consciousness?</li> <li>What are the ethical implications of creating thinking machines?</li> <li>Do A.I. or robots deserve the same individual rights as humans?</li> <li>Is it morally/ethically right for humans to play God?</li> <li>How would the world react if a true A.I. was created?</li> <li>How do I answer a question I have about the world or a topic?</li> <li>What makes a good presentation?</li> <li>How can I convince an audience?</li> </ul>

<p>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.</p>		<p>How do I speak to an audience?</p>
<b>Acquisition</b>		
<p><a href="#">CCSS.ELA-Literacy.W.11-12.8</a> 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.</p> <p><a href="#">CCSS.ELA-Literacy.SL.11-12.4</a> 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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><a href="#">CCSS.ELA-Literacy.SL.11-12.5</a> Make strategic use of digital</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>-Artificial Intelligence</li> <li>-Consciousness</li> <li>-Sentience</li> <li>-Machine Learning</li> <li>-Android</li> <li>-Annotated bibliography</li> <li>-Presentation skills</li> <li>-Public speaking strategies</li> <li>-Synthesis</li> <li>-Steps for solid research</li> <li>-Developing a Research question</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- determining one or more central ideas in nonfiction texts</li> <li>- Analyzing Sci Fi features present in A.I. and Robot stories.</li> <li>- synthesizing multiple perspectives on a given topic, idea or event</li> <li>- producing clear and coherent writing appropriate to task, purpose, and audience</li> <li>- participating effectively in a range of collaborative discussions with diverse partners</li> <li>- building on others' ideas and expressing their own clearly and persuasively</li> <li>- Developing a research question</li> <li>- Creating and giving an effective presentation</li> <li>- Writing a research paper - structuring your points in a logical progression of ideas.</li> <li>- Develop a strong argument and thesis statement.</li> </ul>



<p>media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		<ul style="list-style-type: none"><li>- Determining if a source is valid and credible</li></ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p><b>Research Paper</b> Focus/Claim - Thesis statement states a clear argument and provides substantial reasons that will prove the argument. Offers an answer or insight into the research question.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Students will successfully convince the Board of Ed to include their book choice as part of the Science Fiction curriculum.</p>
T, A	<p>Organization/Structure - Claim is meticulously developed over multiple supporting body paragraphs. Body paragraphs are structured - each contains a topic sentence and a concluding sentence that connects back to your thesis. Conclusion is meaningful and reflective of what you have learned over the course of your research.</p>	<p>Role for student - You are a teacher who is updating the Science Fiction curriculum.</p> <p>Audience for student work - Board of Ed members, Parents of students, Peers in class.</p>
T, A	<p>Evidence/Support - Provides substantial and pertinent evidence to support your claims. Seamlessly integrates and cites evidence in MLA conventions.</p>	<p>Situation - You are an a teacher at New Milford High School. You are updating the Science Fiction curriculum and want to add a new text to the course. You need to convince the Board of Ed that your book is worth the time and money. You must persuade the Board of Ed that your book (or collection of short stories) has academic value as well as the potential to garner student interest.</p>
T, M, A	<p>Analysis - Shows an insightful and understanding of chosen text and research topic. Uses persuasive and valid reasoning to connect evidence with claims.</p>	<p>Products and performances generated by students - You will choose a text to read on your own. You will develop a research question based on a topic/theme within the text. After learning and researching a topic you will write a research paper that explains the story, author, and academic value of your text. After this you will create a presentation on the material in your paper to present to the Board of Ed to convince them that your text needs to be added to the Science Fiction curriculum.</p>
T, A	<p>Language/Conventions - No spelling, grammar, or punctuation errors. All MLA conventions are followed. Contains an Annotated Bibliography of sources. Uses academic and domain specific language for the audience and purpose.</p>	<p>Standards/criteria for judging success - Students master the elements of the Argumentative/Research rubric as well as the Oral Presentation rubric.</p>

<p><b>T, M, A</b></p>	<p><b>Oral Presentation</b>  Preparation - Presentation shows strong evidence of rehearsal and practice. Class time is used effectively by group members.</p>	
<p><b>M, A</b></p>	<p>Content - All required content is insightful and elaborate. Strong story summary. Overview of setting, and characters. Explanation of WHY this is a good book for the course. Research is cited.</p>	
<p><b>T</b></p>	<p>Organization - Presentation is exceptionally clear and organized. There is a clear sense of beginning, middle and end. The progression of slides/ideas makes sense for the audience and does not confuse them. Has a conclusion that wraps up what the students learned about their book and their research topic.</p>	
<p><b>T, M, A</b></p>	<p>Delivery - Public speaking skills. Students speak loudly and clearly for the class. Body language - Students address their audience, use eye contact, and do not have your back to the class. Shows style and enthusiasm about the topic.</p>	
<p><b>T, A</b></p>	<p>Audio Visual Aid - Presentation is creative, supportive, and meaningful. Creative visuals used.</p>	

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		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>- Post Performance Task - Research Reflection</li><li>- Short responses to essential questions written in class</li><li>- Read and summarize articles about Research Topic</li><li>- Comparing/analyzing characters from different stories and films</li><li>- Short quizzes on texts</li><li>- Participation in small group and class discussions</li><li>- Participation in collaborative group work</li></ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M</b>	<p>Students will participate in a motivating activity that will answer an essential question “What is consciousness?” and “How would the world react if a true A.I. was created?” Students will write their responses individually, discuss in a small group, then share out their ideas before submitting their responses.</p>	
<b>T, M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will introduce Unit to class. Go over Performance task and review essential questions for the Unit. The class will read the short story “Cat Pictures Please” by Naomi Kritzer. The class will be asked to identify the Science Fiction elements in the story. The class will write a response that explains how the author has characterized the Artificial Intelligence in the story. The students will connect this A.I. to what we have read and seen in Hal 9000 from 2001: A Space Odyssey. The class will discuss the Sci Fi elements of the story as well as the elements that pertain to the Unit sub-genre - A.I. and robots. <b>W, H, E, T, O</b></p>	<p>Progress Monitoring</p> <p>Class discussion, individual responses.</p>
<b>M</b>	<p>The teacher will go into detail about the Performance Task for the Unit. The teacher will organize “Speed Dating” with books activity. The class will be given 5-10 minutes with a selection of Science Fiction books that focus on or deal with Artificial Intelligence or Robots/Androids. The students will read the synopsis and skim through each book in the allotted time. By the end of the activity students will have chosen a book that they wish to read on their own. Teacher will outline a reading schedule for the unit. <b>W, H, E, E, T, O</b></p>	<p>Class discussion and individual discussions.</p>
<b>M, A</b>	<p>Students will spend time building on prior knowledge of the Sci Fi genre and previous lessons by discussing what A.I. is. The</p>	<p>Class discussion, small group discussion, class list. Creation of a unique A.I. or robot.</p>

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	<p>class will work with partners or small groups to develop and design their own unique A.I. The class must outline how their A.I./Robot works, what is its purpose, and what level of sentience the machine has. The students will have to imagine a world where their A.I. or Robot exists and how that world treats their machine. <b>W, H, E, T</b></p>	
<p><b>T, M, A</b></p>	<p>Students will be given time to read their texts in class. Teacher will build off previous lessons by having students outline/list the Science Fiction conventions of their texts. The class will need to identify and explain how A.I. or Robots are a part of their story. They will need to explain how the technology is used, and how do people view the A.I. The students will compare how each of their texts and authors handle this technology. <b>W, H, E, T</b></p>	<p>Class discussion, notes, small group discussions.</p>
<p><b>T, M, A</b></p>	<p>Students will choose a research topic based on a topic or idea that is present in their story. Students are encouraged to link this to their texts view of A.I. - Develop a research question: How will A.I. affect the economy? Teacher will outline strategies for choosing a research topic and developing an essential question by modeling it for the class. Students will develop a research question that they want to learn about and answer in their papers.</p> <p>Optional: Teacher can partake in the students project by doing a mini research project along with the class. The teacher can model all aspects of their research from start to finish with the students. <b>W, H, E, R</b></p>	<p>Class discussion, notes, students submit their research topic and question.</p>
<p><b>T, M, A</b></p>	<p>Teacher will model research strategies on the SmartBoard for the class. The teacher will use the Schools LMC search tools ResearchIT and Opposing Viewpoints. Teacher will model how to search for and find sources, and how to decide if a source is good for your research. Students will continue researching their topics by reading through various articles they find. Students will leave class with 1-2 articles they want</p>	<p>Class discussion, small group discussion, students will show the source they are going to use.</p>

Revision Draft

questions about their book, the use of their time, their research topic, and the research they conducted. Students will be asked to evaluate how they did on this assignment and what they would do better next time they conduct their own research. **E, R, E**

will submit their reflections on their work.

Additional Resources:  
Science Fiction and You  
Science Fiction short stories  
Neuromancer by William Gibson  
I, Robot by Isaac Asimov  
I Have No Mouth, And I Must Scream by Harlan Ellison  
Ex Machina - Film by Alex Garland  
Be Right Back - TV Show Black Mirror  
Walle - Pixar  
Do Androids Dream of Electric Sheep? - By Phillip K. Dick  
Blade Runner - Film by Ridley Scott  
Blade Runner 2049 - Film by Denis Villeneuve  
Cat Pictures Please by Naomi Kritzer  
Ghost in the Shell - Film and Manga created by Masamune Shiro  
Her - Film by Spike Jonze  
The Matrix films - The Wachowski Brothers  
A.I. - Steven Spielberg

Revision/Draft