

Unit 5-Science Fiction

Content Area: **English Language Arts**
Course(s): **Language Arts 7**
Time Period: **May**
Length: **7 weeks**
Status: **Published**

Unit Summary

Students will analyze the genre of science fiction through the reading of short stories, novels, drama, and film.

Standards

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| LA.RL.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| LA.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| LA.RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| LA.RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| LA.RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| LA.RL.7.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| LA.RL.7.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| LA.RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| LA.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author |

distinguishes his or her position from that of others.

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| LA.RI.7.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| LA.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| LA.W.7.1.D | Establish and maintain a formal style/academic style, approach, and form. |
| LA.W.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.W.7.3.A | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| LA.W.7.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| LA.W.7.3.C | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| LA.W.7.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| LA.W.7.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

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| LA.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |

Student Learning Objectives

- Students will learn....

Essential Questions

- How does science fact influence science fiction? Is there also an inverse relationship?
- What are the elements of a science fiction piece?
- How do authors make science fiction believable?
- Why do science fiction writers write?
- How do authors utilize the science fiction genre to communicate a message?

Enduring Understandings

- Students will understand that quite often science fiction authors use the future setting to comment upon present society.
- Students will understand that authors utilize scientific concepts and technology, along with other literary elements, to create science fiction.
- Students will understand that authors use science fiction plots to communicate a theme to the reader.

Application

- Students will be able to independently use their learning to....

Skills

Students will be skilled at:

- Demonstrating comprehension, analysis, and evaluation of text and filmed versions of science fiction novels, short stories, and plays.
- Understanding how science fiction differs from other genres.
- Recognizing an author's purpose while identifying common science fiction patterns and themes.
- Identifying and describing the elements of good science fiction, which include plot, character, setting, conflict, theme and technology.
- Utilizing textual evidence to support arguments.
- Creating reasonable predictions about what will happen next based on past events in the text.
- Drawing inferences about the text.
- Identifying and summarizing main ideas.
- Analyzing the fictional elements of a story and how they interact (eg. drive the plot forward).
- Understanding how science fiction authors infuse scientific and technological concepts and language into the text.
- Comparing and contrasting two or more science fiction works.
- Discussing the text in pair discussions, small group discussions and large group discussions.
- Comparing and contrasting a written version of science fiction work to its filmed version.
- Utilizing close, active reading strategies as presented through modeling to interact with an informational text.
- Recognizing differences in structure and features in fiction and non-fiction text.
- Utilizing appropriate technology and word processing programs.
- Composing narrative pieces where they rewrite a scene from a different perspective.
- Composing narrative letters from a different character's point of view.
- Conducting research about a scientist's accomplishments.
- Crafting and delivering a monologue from a scientist's perspective.