Unit 4 - Science Fiction and Fantasy: A Glimpse into the Real World

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **2-4 Weeks**
Status: **Published**

Brief Summary of Unit

Students will study speaking and listening techniques and apply those skills to the analytical study of science fiction and fantasy writing. Students will explore terminology such as denotation, connotation, stress, and inflection along with various other literary and spoken techniques. Students will utilize these techniques in a variety of discussion both small and large in addition to persuasive presentations relating social commentary in science fiction and fantasy genres. The unit may culminate in dramatic interpretations, multimedia presentations or a Socratic seminar.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.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.
LA.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 ordered, how the characters are introduced and developed).
LA.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. (e.g., Shakespeare as well as other authors.)
LA.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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.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. (e.g., Shakespeare and other authors.)
LA.RL.11-12.8	(Not applicable to literature)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.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 evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.

LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions

- How do body language and para language work in combination to convey meaning?
- How do themes reflect societal concerns?
- How does an analysis of character, setting, and conflict help clarify thematic ideas?
- How does an audience member understanding of para language effects a reading or presentation?
- How does an author affectively demonstrate his/her ideas to the audience?
- How does an author/artist's intended use of symbols add layers of depth to the development of themes?
- How does understanding the various types of non verbal communications enhance discussions, readings, and presentations?
- How is an author's life reflected in his/her work?
- How may oral interpretation of a work be used to enhance its meaning?
- What are common errors in articulation?
- What are some suggestions for marking your script to emphasize certain words?
- What are some ways you can adapt vocally to depict a character much different from you?
- What communication skills do I need to develop to participate in a cooperative group?
- What techniques may a creator use to establish voice and tone?

Enduring Understandings

- Effective delivery skills enhance the ideas the speaker wishes to communicate.
- Evaluation of a performance strengthens a speaker's development of his or her oral communication skills.
- Presenters use of language including the emotional to appeal to the audience.

- Presenters use of para language including intonation, gestures, pitch, tone, volume, and pacing to appeal to the audience.
- Presenters use of persuasive, informative, inspirational, and motivational material.
- The logical development of ideas helps communicate information to an audience.
- We are constantly reading regardless of course, subject, or medium.

Students Will Know

- An author or artist's style, diction and syntax have an effect on a reader's understanding of characterization, conflict, setting and theme.
- General biographical information about authors' lives and how it may influence a work.
- Historical background of the time period in which a work is set and how it may influence a work.
- How analyze techniques can enhance the understanding of a reading
- How analyzing the impact of the author's choices develop enhances their own interpretation and reading.
- How basic oratorical skills in both language usage and delivery effects communication.
- How determining the purpose and/or claim of a presentation enhances understanding.
- How developing para language skills enhances communication.
- How to articulate ideas into effective dialogue.
- How to become effective listeners.
- How to gain confidence in communication activities.

Students Will Be Skilled At

- Adapting Oral Interpretation selections to a variety of contexts and tasks, demonstrating a command of effective speaking techniques.
- Close reading of texts.
- Collaborating with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Determining literary and rhetorical devices such as mood, and tone.
- Determining the author's point of view or purpose in a text.
- Engaging others using various techniques in a discussion.
- Establishing confidence in communication activities.
- Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Identifying skills in effective listening.
- Reading and comprehending literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Understanding the various types of non verbal communications.
- Utilizing communication skills and body language to enhance the delivery of a speech: eye contact, posture, stance, voice projection, intonation, volume, and vocal expressiveness.

Suggested Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Accountable Talk, Socratic Seminars/Fish Bowls.
- Analysis of multimodal text sets.
- Answer Essential Questions.
- Cite and interpret quoted material from the text and from literary criticism.
- Close reading analysis of text using evidence as substantiation.
- Conferences: Individual and small group, accompanying conference notes.
- Create artistic, interactive and/or multimedia projects that suggest an understanding of the text beyond its literal meaning.
- Create essays of literary analysis using proper MLA formats and documentation.
- Determine themes though an analysis of characters.
- Entrance and Exit Tickets.
- Evaluate societal concerns reflected through plot and theme.
- Grade-level Standards-based Rubrics.
- Identify character motivation and inter-relationships via open-ended and objective quizzes.
- Identify meaning of words used in context.
- On-demand Writing Assessments, timed and untimed.
- Online Discussion Forums.
- Open-Ended Responses in Journal.
- Participate in large and small group discussions.
- Participate in peer and teacher/student critiques to revise and edit their essays.
- Peer and self-evaluations of learning.
- Performance Assessments.
- Personalized Learning.
- Problem-based Learning.
- Project-based Learning.

- Reflective exercises and assessments.
- Teacher Observations.
- Trace the sequence of events in a work.
- Visual Literacy Prompts.
- Work collaboratively on assignments.
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft.

Suggested Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Independent/Small Group Reading:

- *The Sandman Book 4: Season of Mists* by Neil Gaiman
- *Monstress Volume 1* by Marjorie M. Lui
- *I Kill Giants* by Joe Kelly
- *A.D. After Death* by Scott Snyder and Jeff Lemire

Nonfiction Text (Short, Long)

- Selections from *The New York Times*
- Selections from *The Atlantic Monthly*
- Selections from *The Economist*
- Selections from *Time Magazine*
- Selections from *PBS Newshour*
- Selections from *The New Yorker*

Visual Text (Art, Photography, Infographic, Film):

- *Film: I Kill Giants*
- Online *YouTube videos: Various interviews with authors/directors*
- Art Collections: http://www.metmuseum.org/
- Art Collections: http://www.metmuseum.org/
- https://www.gettyimages.com
- Other visual texts are acceptable

Speaking and Listening:

- Podcast: *Word Balloon*

- Podcast: *IFanboy*
- This American Life: https://www.thisamericanlife.org/podcast
- NPR: http://www.npr.org/
- Ted Radio Hour: http://www.npr.org/programs/ted-radio-hour/?showDate=2017-07-28
- Ted Talks
- Documentaries

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- Understanding Comics: The Invisible Art by Scott McCloud
- Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels by Scott McCLoud
- Alan Moore's Writing for Comics by Alan Moore
- Zen Pencils: Carton Quotes from Inspirational Folks by Gavin Aung Than
- The Best American Comics 2016
- Player's Tribune
- The New York Times
- PBS News Hour
- The Atlantic
- The Washington Post

Research:

Cranford High School Media Center Databases:

- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Histroychannel
- Easybib.com
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl:https://owl.english.purdue.edu/owl/
- Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- Voice memo application
- Think Cerca

- Audible
- Padlet
- Socrative.com
- Poll everywhere
- Remind.com
- Skype
- Edublogs
- Soundcloud
- Netflix
- YouTube

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan