5/6 G&T Unit B3: Science Fiction

Content Area: **Gifted & Talented**
Course(s):
Time Period: **MP3**
Length: **30 days**
Status: **Published**

NJSLS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Rationale and Transfer Goals

In this unit, students will learn to use science fiction and fantasy as a vehicle for social commentary. Through reading several short stories and a novel, the students will explore how future technology development can be found in science fiction texts, how social and political organizations are depicted in utopian/dystopian fiction, and how they can use science fiction techniques for exploring their own visions of society.

Enduring Understandings

Close reading of a rich text leads to comprehension. The basis of science fiction text is an exploration of the possible; the basis of fantasy is an exploration of the impossible. Science fiction can be viewed as a social commentary for institutions such as politics, education, technology or relationships.

Essential Questions

How does Science Fiction differ from the genre of fantasy?

How is technology necessary in Science Fiction?

Does our far past give us ideas of how to predict our future?

In what ways does Science Fiction reflect current social issues?

How does Science Fiction explore/expose significant political, cultural and environmental concerns?

Content - What will students know?

- Understand six thematic units of thought in science fiction: visions of the future; society and mankind; robots and artificial intelligence; aliens; the end of the world; time and dimensions.
- Understand the difference between science fiction and fantasy.
- Identify and explain the connection between science fiction and societal commentary.

Skills - What will students be able to do?

- Analysis of science fiction and science fact.
- Analysis of science fiction and societal commentary.
- Identify and explain the six thematic units of thought in science fiction: visions of the future; society and mankind; robots and artificial intelligence; aliens; the end of the world; time and dimensions.

Activities - How will we teach the content and skills?

- Small group, independent, and whole class reading of several science fiction texts.
- Independent and small group analysis of texts, including comparing and contrasting the works from one author.
- Viewing clips of science fiction, fantasy, and magical realism in films.
- Performance of audio plays and teleplays.

Evidence/Assessments - How will we know what students have learned?

- Construct an essay citing text evidence from Science Fiction and science fact.
- Identify and analyze key literary elements in Science Fiction, including theme, character development, tone, setting, point of view, plot, and conflict.

- Predict and describe possible futures for the world.
- Create original Science Fiction stories based on extrapolation of current research and science.

Key Resources

Ray Bradbury, The Martian Chronicles

Aldous Huxley, Brave New World

Madeleine L'Engle, A Wrinkle in Time

Rod Sterling, The Monsters are Due on Maple Street

H.G Wells, The Time Machine

Orson Welles, War of the Worlds

21st Century Life and Careers

9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Career Readiness, Life Literacies, & Key Skills

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Interdisciplinary Connections/Companion Standards

LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.4	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.)