

# 06\_Sci-Fi/Fantasy Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **3-4 weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- often, the most powerful sci-fi and fantasy stories feel familiar and relatable, in spite of being set in worlds and circumstances very foreign.
- even slight alterations to our world can create settings vastly different and fantastic.
- sci-fi and fantasy works are not limited to robots and wizards.

### CONTENT AREA STANDARDS

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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.

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).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word

meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  
B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.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).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will know:

- the common themes of sci-fi/fantasy stories (the struggles between good and evil, the danger of oppression and the abuse of power, with great power/knowledge comes great responsibility, the world is full of dangers and adventures, love and loyalty can overcome tremendous adversity, etc.).
- the common elements of sci-fi/fantasy stories (imaginary worlds, the impossible is possible, special powers or abilities, magic, advanced technology, imagined races/cultures, etc.).
- sci-fi/fantasy stories are found across genres of literature, including comedy and adventure.

### **Procedural Knowledge**

---

Students will be able to:

- analyze and critique the use of author's craft and various narrative techniques in several sci-fi and fantasy works.
- determine themes and central ideas in works of sci-fi and fantasy that apply to our "natural" world and analyze the way that these ideas are strengthened through "unnatural" worlds.
- create their own sci-fi/fantasy stories utilizing craft techniques explored in published works.
- expand/alter worlds of beloved stories in order to help engage and orient the reader in an otherwise uncommon landscape.
- use existing science/ research/ technologies/ theories to generate new and fantastic worlds in literature.

## **EVIDENCE OF LEARNING**

---

### **Alternate Assessments**

---

- Character Artwork Creations
- Multimedia Presentations
- Poster Presentations
- Teacher/Student Conferences
- Modified Rubrics

## **Formative Assessments**

---

Journal entries, reflections, discussions, group workshops

## **Summative Assessments**

---

Presentations, original works, projects (videos, skits, interactive performances)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

- Selections and excerpts from George R.R. Martin, J.R.R. Tolkien, Phillip K. Dick, Frank Herbert, David Mitchell, J.K. Rowling, Suzanne Collins, Veronica Roth, Cormac McCarthy, Douglas Adams, Orson Scott Card, George Orwell, Ray Bradbury, Isaac Asimov, Aldous Huxley, Neil Gaiman, William Goldman, William Gibson, Alan Moore, Patrick Rothfuss, Kurt Vonnegut, Stephen King, Anthony Burgess, H.G. Wells, Jules Verne, Carl Sagan, Max Brooks, Terry Prachett, Richard Matheson, C.S. Lewis
- Film and video selections from Star Wars, Dune, The Lord of the Rings, Game of Thrones, Harry Potter, The Matrix, The Hunger Games, Divergent, The Road, Avatar, Starship Troopers, Children of Men, The Fountain, Sunshine, Tron, Tron: Legacy, Edge of Tomorrow, Inception, Source Code, Looper, Pirates of the Caribbean: The Curse of the Black Pearl, The Fifth Element, Ex Machina, The Final Cut, Interstellar, Blade Runner, Dark City, The Twilight Zone, Black Mirror, Orphan Black, Star Trek, Firefly, Coherence
- Comic books, such as Fable, Y: The Last Man, Red Rocket 7, Saga, and a variety of superhero stories and their film adaptations

## **INTERDISCIPLINARY CONNECTIONS**

---

Social Studies: current events, autobiographical studies, philosophy, social relationships among people

Technology/multimedia: educational tech applications

Science and Health: Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Visual Performing Arts: Dramatization

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.

