

Course Title – Science Fiction

Implement start year – 2014-2015

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Unit #1, topic - Apocalypse

Students will be able to analyze the inherent dangers of potential world disasters and devise possible ways to initially survive and ultimately thrive in a post-apocalyptic world.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #

(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English

(<http://www.corestandards.org/>)

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.

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)

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>SL.11-12.4. 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>RI.11-12.7. 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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Considering disaster scenarios can develop skills applicable to possible real world scenarios.</p> <p><i>EU 2</i> Extreme situations reveal an individual's true character.</p> <p><i>EU 3</i> When society collapses, people come together for the common good, while others group together to prey upon the weak.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do you establish priorities when faced with an extreme situation (I.e., Zombie apocalypse)? • What skills, items, or decisions are necessary to survive in an extreme situation? • What needs to be saved in extreme situations and what can be left behind? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What makes a person a leader or a follower? • How do roles change when extreme situations occur? • How do personality types come into play when dealing with disaster? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • When people are pushed to extremes, how is their perception of right and wrong altered? • What is good and evil? • What are the reasons behind people coming together when disasters strike? • What are ways we identify and deal with crime today versus when it occurs during a disaster situation?

Knowledge:

Students will know . . .

EU 1

- Tropes of apocalyptic science fiction
- Strategies individuals and groups use to cope with apocalyptic scenarios in fiction and the real world
- The structure and criteria of newscasts that cover disasters
- Science/basis behind the works

EU 2

- Tropes of apocalyptic science fiction
- Personality types and their characteristics
- How people behave in groups (sociology)
- How people behave when left alone
- Elements of a successful short story
- Five methods of characterization

EU 3

- Basic ethical principles and categories
- The characteristics of the Frayer Model
- Definitions of "good" and "evil"
- List of current human rights
- Credible v. Unreliable sources
- Crime identification and prevention in differing situations
- Comparison and contrast skills

Skills:

Students will be able to . . .

EU 1

- Analyze texts in order to discuss pros and cons of character decisions in extreme situations.
- Rank the importance of items and skills as they appear in the texts and apply them to hypothetical disaster scenarios to gauge their effectiveness.
- Create scenarios which call into question the importance of individual traits and skills.
- Rank traits/skills where they place in today's society versus future apocalyptic situations.

EU 2

- Identify flat and three-dimensional characters
- Examine explicit and implicit clues to determine character types
- Apply sociological principles to fiction and real world scenarios
- Apply methods of characterization to situations in the novel and real world scenarios from the class.
- Write a narrative using elements of a short story and the five methods of characterization.
- Work with fellow students to analyze elements from narrative and build from original storylines.

EU 3

- Create a working classroom definition of good and evil using real and fictional people from past knowledge and class discussions.
- Compare and contrast definitions of good and evil.
- Apply definition of good and evil to hypothetical disaster situations.
- Rank importance of current human rights/values and evaluate which would rise and fall in extreme situations.
- Identify statistics on crime and determine possible reasons behind these statistics.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quiz on plot, characters, and thematic content of stories
- Read essential questions and ask for feedback
- Share reliable research on applicable topics

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Recall information from text and apply knowledge to unique situations (A)
- Troubleshoot problems with character actions and alternate solutions or steps that could be taken. (A)
- Analyze newscasts for structure and content. (A)
- Modeling of successful short story elements, informative newscasts, and effective strategies from past disasters for students. (M)
- Evaluate the subtle differences between ethics and morality. (M)
- Analyze and synthesize research from databases or other credible sources to use as basis for claims on possible extreme situations or scenarios that might affect society. (M)
- Displaying exemplars of past student work using the Frayer Model to demonstrate expectations of success. (A)
- Use Frayer Model to identify class definition of good and evil. (M)
- Use hypothetical situations that call on students to use available knowledge and skills to achieve certain goals. (T)
- Write part of a collaborative story consistent with apocalyptic tropes. (T)
- Create and host disaster scenarios that pit premade characters against effects of disaster to survive. (T)
- Guided practice on avenues of approach for expanding upon character storylines using the five methods of characterization (T)