

Course Title – Science Fiction

Implement start year – 2014-2015

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Unit #3, topic – Aliens

Students will be able to compare the reactions of fictional societies to the appearance of aliens with the reaction of past and present societies to the outsider.

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.11-12.2 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.

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).

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

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.

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.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

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.

Enduring Understandings:

Students will understand that . . .

EU 1

Concepts of diversity and tolerance as they apply to first contact with alien civilizations apply to how we operate in our world today--specifically, our own Bill of Rights.

EU 2

The traits and motivations of alien civilizations--both psychological and physiological--in fiction reflect the cultural values, hopes and fears of the

Essential Questions:

EU 1

- Are attempts to locate, contact, and prepare for a first encounter with aliens worthwhile or even wise?
- What motivates fictional characters when making first contact with aliens to react in a particular way?
- Why are we simultaneously afraid of and fascinated by making contact with aliens?
- What can we learn about our own prejudices and fears by

<p>culture of origin.</p> <p><i>EU 3</i> Interaction between alien civilizations and humanity always comes full of possibility, but also the chance for danger and loss.</p>	<p>examining the behaviors of characters as they interact with aliens?</p> <ul style="list-style-type: none"> • What kinds of safeguards has our society established to ensure tolerance and legal protection for the minority? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do the motivations for aliens to seek out our planet reflect our own motivations in society? • Why do aliens take such an interest in humanity? • In what ways are the aliens similar to our own society? • What does government interaction tell us about our society when aliens appear? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are our initial thoughts and desires in a first contact situation? • What are the dangers that come through interaction with extraterrestrials? • How do we maintain our humanity when faced with alien civilizations? • How does humanity adapt and grow from learning we are not alone in the universe?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Details of first contact experiences with "the Other"-- whether aliens or real civilizations • Definitions of "stereotype", "prejudice", and "alien" • Bill of Rights with a detailed look at protections and intended recipients. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The scientific theory behind the anatomy of aliens • Cultural trends and their referents in alien civilizations. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • A definition of assimilation with modern examples and non-examples • Historical examples of assimilation of immigrants into a culture and the reaction of the majority population 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Research and discuss reasons behind exploration and colonization. • Research historical context of U.S. Bill of Rights. • Create a Bill of Rights with diversity and tolerance toward all recipients. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Compare the hypothetical trends concerning the structure/biology of aliens from past works of science fiction to today's works. • Identify how the planetary environment as well as biological needs might influence anatomy • Adapt cultural trends in our culture to a hypothetical alien culture, comparing and contrasting their effects. <p><i>EU 3</i></p>

- Voyager 1 mission details
- Opinions of those in various disciplines regarding hypothetical contact with aliens

- Research and present an account of interaction between two different cultures.
- Identify what information was put into the disks sent on Voyager 1.
- Analyze the information on the disks and construct a reason for the priority of information used.
- Troubleshoot potential controversies on future endeavors to contact alien species.
- Rank importance of information to include on future “disks”.

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
- Assess student understanding through consideration of diversity and tolerance toward all races.
- Read essential questions and apply to content
- Connections are made to works and bring in historical context as supporting detail.
- Teacher observations of students ranking and prioritizing information to include on assigned projects.

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.*

- Evaluate works of alien first contact situations and define the motivations for interaction. (A)
- Read primary sources relating the historical context behind the adoption of the U.S. Bill of Rights and create a Ven Diagram comparing this to the circumstances of a civilization that has made first contact with Aliens (A)
- Research the first Voyager mission and what considerations went into the creation of the information disks. (A)
- Critique the information included on Voyager disks and examine what differences would exist if information from today's society would be included. (M)
- Engage in Do Now activities that take current societal views on diversity, tolerance, and prejudice and apply to situations that involve alien interaction, invasion, or aid. (M)
- Create fictional scenarios based on historical exploration and meetings between two cultures to generate possible end results before revealing the true end to cultural meetings. (T)
- Collaborative discussion should be done throughout this unit with an initial modelling of how today's governments operate when working with outside organizations such as NATO. (M)