

**Subject: Science Fiction and Fantasy/English Elective Grade 12**  
**For clarification and more information, contact: Patti Irwin**

Unit 2: Alternate Worlds

**Enduring Understandings:** Science fiction can help us anticipate change in our own world more readily. The emphasis of this kind of science fiction writing explores the sequence of events that lead up to the ethical and social problems produced by technological and social developments.

**Essential questions:**

- How do projecting hopes and fears in the future change outcomes?
- How can exploring alien worlds help us envision new possibilities?

**Focused GLEs (Reading and/or Writing)**

\* (4.5.1, 4.5.2, 4.5.3) The student analyzes and evaluates conventions and techniques of genres by identifying characteristics, effect on reader, use of literary devices, and evaluating intended effects.

\* (4.2.8) Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement.

\* (4.9.1) The student connects and evaluates cultural influences/events.

Lesson Hook: (Motivating activity that helps activate prior knowledge and promotes purpose for following unit/lesson)

Write the word “utopia” on the board and find out what students already know about it. Correct misunderstandings or inaccurate information. Fill in the gaps in knowledge as appropriate. If the term dystopia does not come up as prior knowledge the teacher should introduce it, for instance. The teacher may wish to do a short KWL activity as a guided discussion or note taking activity: Know, Want (or need to) know, and learned.

Body of the Lesson: (Presentation of new knowledge and concepts in a way that contains opportunities for active engagement of young people.)  
(*Transfer of knowledge, Introduction, Modeling*)

1) Read a short selection from Thomas More’s Utopia. Of particular use for this lesson is a short excerpt in which More describes how the Utopians view and use gold and jewels (as a mark of criminals, for chamber pots, and as toys for children).

2) Discuss More’s overall goal, methods of achieving the goal, and his perceived consequences. In the example above his goal is to decrease the materialistic hoarding of wealth in order so that people are more willing to use it for the more practical purposes of hiring mercenaries for the good of the community when needed. His method is to associate the gold and jewels with a lower status such as criminal or childhood. The

consequence is that the status of gold and jewels are lowered so that people do not wish to display it or keep it.

- 3) Have students evaluate “vain and useless” (or vain and materialistic) items in our current society and discuss ways in which they might be devalued.
- 4) Have students complete a fastwrite or brainstorm of different issues in our current society that they would like to see improved. (Think)
- 5) Have students pair or group up (no more than four to a group seems to work best) to first share and then decide on one common goal. (Pair)
- 6) Have students complete a graphic organizer in which they first identify their utopian goal, the describe two methods of achieving that goal, and two consequences of each method. Encourage students to include both utopian and dystopian consequence for each method.
- 7) Have groups present their utopian plans and lead a class discussion on their plan in which classmates ask questions and challenge each other’s ideas. The teacher can decide on requirements for presentation that include a visual graphic as well as verbal presentation if that is appropriate to the needs of the class. (Share)
- 8) Have the class evaluate by voting on which goal they would most like to see happen, which method seems most achievable, which society consequence is most livable, or any other criteria the teacher decides are relevant to the class discussion.

Checklist: is the lesson geared toward multiple learning styles?

*(Differentiation)*

visual

(if KWL activity modeled on board or format required for presentation of plan)

auditory (discussions)

kinesthetic

musical

linguistic (discussions)

spatial (graphic organizer)

Reflection time: Give time to think on what was taught – in groups/pairs/journal/etc.

Practice the new learning: See above: apply More’s goal of decreasing materialism to contemporary example.

Guided practice: Fill in the graphic organizer for an excerpt from More’s Utopia

How?

Remembering the definition of utopia.

Understanding More’s methods in a selection from Utopia.

Applying More’s method to contemporary life.

Analyzing More’s method.

Evaluating classmates utopian plans according to given criteria.

Creating original utopian plans.

Assignment description: See above: Create and present a utopian plan.

Bloom's Taxonomy: Which critical thinking skills did this lesson address?

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

Whole class reflection: Reflection occurs as part of the class discussion and evaluation.

**Transition:** Point out that we cannot change something unless we can envision it happening but that when we are talking about social engineering it is much more complicated than waving a magic wand. The power of science fiction allows writers (and readers) to remove themselves from what actually exists in our contemporary world and envision different possibilities. A variety of science fiction stories that explore different societal issues such as status ("Consumer's Report") search for happiness ("What to do Until the Analyst Comes), and justice ("Into the Shop) are just a few.

Sometimes we place those possibilities in totally alien contexts. What might be dismissed in a human society as being impossible because of human nature is seriously considered as part of an alien society. This discussion leads quite naturally into the alien world project.

**Science Fiction and Fantasy Elective Curriculum  
Unit 1 Introduction to a Community**

**Essential Questions:**

**Enduring Understandings:** Ursula K. LeGuin defines genre as a community. “Authors and readers of any genre form a community, with certain shared interests and expectations. ... Genre writers and readers share a common stock of concepts, icons, images, manners, patterns. . . . A genre is a formal tradition.” (*Norton’s Anthology of Science Fiction*)

- All writing has an organizational structure.
- Writing and reading occur in the context of a community of readers and their expectations.
- Literature develops through accretion: that is adding to a tradition. The Science Fiction and/or Fantasy genre, therefore, has specific concepts etc. which define it.

- What is genre fiction?
- What does it mean to share interests and expectations as part of a literary tradition?
- What is the specific pattern in the genre under discussion?
- How has that tradition developed?

**Science Fiction and Fantasy Elective Curriculum  
Unit 1 Introduction to a Community**

<b>Cross Curricular Connections:</b> <i>Social Studies:</i>		<i>Science:</i>	
<i>Math:</i>		<i>Electives:</i>	
	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p><i>Estimated:</i> 2 Weeks</p> <p>NOTE: To a certain extent the enduring under Sit istand ings and essential ques tions of the intro ductory unit are followed through the rest of the course. Only the science and techno logy unit by defini tion</p>	<p><b>Reading Focus:</b> Short works <b>Writing Focus:</b> Definition of science fiction and/or fantasy (depending on instructor emphasis) <b>Viewing Focus:</b> Documentary</p> <p><b>The student will know:</b> The definition of genre, Leguin’s definition of genre, a working definition of science fiction genre, the progress of fantasy from myth to science fiction, the use of the terms cautionary tale, speculation and extrapolation</p> <p><b>Grade Level Expectations</b></p> <p><b>The student writes about a topic by</b>  <b>4.1.1</b> Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph .  <b>4.1.2</b> Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically  <b>4.1.3</b> Organizing ideas using appropriate structure to maintain the unity of the composition.</p>	<p><b>Formative assessments may include but are not limited to:</b></p> <p>Note taking/brainstorming Cartoon illustrating concept Lecture notes on science fiction that includes targeted concepts and terms Viewing Guides Discussion Guides Definition writing for each of the key terms Application of key terms to a story</p> <p><b>Targeted Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Genre</b></li> <li>• <b>Cautionary tale</b></li> <li>• <b>Metaphor</b></li> <li>• <b>Literalization of metaphor</b></li> <li>• <b>Speculation</b></li> <li>• <b>Extrapolation</b></li> <li>• <b>Fantasy</b></li> </ul>	<p><b>Core Materials:</b></p> <p>Definition of genre by Ursula K. Leguin <i>A Sense of Wonder: from Myth to Science Fiction Video</i> and teaching guide by Holt “A Bedtime Story” (Poem found in materials with <i>A Sense of Wonder</i> video) “In the Year 10,000” by William Harben (found in <a href="http://www.revolutionsf.com/fiction/archives.html">www.revolutionsf.com/fiction/archives.html</a>)</p> <p><b>Supplementary Materials:</b></p> <p><i>Gold</i> by Isaac Asimov</p> <p><b>Short Story Anthologies:</b></p> <p><i>Decades of Science Fiction</i> <i>You and Science Fiction</i> OTHER COLLECTIONS USED THROUGH DISTRICT</p> <p><b>Other Resources</b></p> <p>Websites: <i>Interactive Introduction to Ascent of</i></p>

**Science Fiction and Fantasy Elective Curriculum  
Unit 1 Introduction to a Community**

<p>needs to be limited to the narrower science fiction genre. All other units may use the fantasy genre to achieve the purposes of the class. After the introductory unit, succeeding units may be taught in any order that works best for the instructor and the site using the</p>	<p><b>4.1.4</b> Writing <u>a conclusion that ties it to the introduction</u>  <b>The student writes for a variety of purposes and audiences by</b>  <b>4.2.2</b> Writing in a variety of nonfiction forms  <b>4.2.3</b> Writing expressively when producing or responding to texts * (L)  <b>The student restates/summarizes and connects information by</b>  <b>4.2.1</b> Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifies accurate restatements and summaries of main ideas or events  <b>4.2.2</b> Connecting information by making inferences and drawing conclusions within a text across texts or other summarized information)  <b>The student demonstrates understanding of main ideas/arguments by</b>  <b>4.3.1</b> Identifying or explaining the main ideas in various types of texts  <b>4.3.2</b> Locating information in narrative and informative text to answer questions related to main ideas or key details  <b>4.3.3</b> Comparing/contrasting the main ideas or concepts between related texts  <b>4.3.4</b> Explaining connections among main ideas/concepts  <b>4.3.5</b> Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)</p>	<p><b>Supplementary Literary Terms related to stories as appropriate:</b></p> <ul style="list-style-type: none"> <li>• Allusion</li> <li>• Archetype</li> <li>• Objective</li> <li>• Subjective</li> </ul> <p><i>Summative assessments may include but are not limited to:</i></p> <p>Essay or essay test          Quizzes or test on specific content          Poem illustrating key concepts of genre under discussion</p>	<p>Wonder at <a href="http://ebbs.english.vt.edu/exper/kcramer/awow.html">http://ebbs.english.vt.edu/exper/kcramer/awow.html</a></p> <p><a href="http://www.revolutionsf.com/fiction/archives.html">www.revolutionsf.com/fiction/archives.html</a> (an archive of classic science fiction stories)</p>
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<p><b>Science Fiction and Fantasy Elective Curriculum</b>  <b>Unit 1 Introduction to a Community</b></p>	
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<p>curriculum.</p>	<p><b>4.3.6</b> Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of  <b>The student analyzes and evaluates conventions and techniques of techniques of genres by</b>  <b>4.5.1</b> Identifying the characteristics and the effect on the reader  <b>4.5.2</b> Identifying or explaining use of literary devices appropriate to genre  <b>4.5.3</b> Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader</p>		
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<p><b>Science Fiction and Fantasy Elective Curriculum</b>  <b>Unit 2 Science and Technology</b></p>	<p><b>Essential Questions:</b></p>
<p><b>Enduring Understandings:</b> Information is expanding at such a rate that sometimes it is not the specific knowledge we have but the ability to gather and synthesize new knowledge: it is the ability to anticipate future needs effectively that counts. In anticipating the future we consider the probable, the possible, and the preferable. We question and define how to change the possible into probabilities. This is the realm of science fiction.</p>	<ul style="list-style-type: none"> <li>○ How does understanding the nature of scientific discovery inform science fiction as a genre?</li> <li>○ What is the relationship between science and science fiction?</li> </ul>

**Science Fiction and Fantasy Elective Curriculum  
Unit 2 Science and Technology**

	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p><i>Estimated</i> 4 Weeks</p> <p>Actual:</p> <p>NOTE: It is strongly recommended that teachers determine videos they wish to use and include a global permission slip at the beginning of the year with the class overview to cover the district</p>	<p><b>Reading Focus:</b> Class novel or novel of limited choice that fits definition of hard science fiction Other short stories chosen by teacher (see supplementary materials)</p> <p><b>Writing Focus:</b> Extrapolation paragraphs Study guide or essay on novel Research paper</p> <p><b>Viewing Focus (Optional):</b> Science fiction movie with science based extrapolation</p> <p><b>The student will know:</b></p> <p>The definition of hard science fiction, the relationship between science and science fiction, the use of extrapolation, the application of extrapolation to current scientific events, the steps of a research process, the structure of a research paper.</p> <p><b>Grade Level Expectations</b></p> <p><b>The student writes about a topic by</b></p> <p><b>4.1.1</b> Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph</p> <p><b>4.1.2</b> Writing in paragraphs that include relevant details and evidence that support the</p>	<p><b>Formative assessments may include but are not limited to:</b></p> <p>Notetaking/Discussions on concept through essay or lecture of hard science fiction Prereading fastwrite/post reading analysis on representative short story Current scientific event articles with extrapolation paragraphs Steps in research process including identifying topic, sources, summaries of sources, etc. Reading response logs for assigned novel</p> <p><b>Targeted Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Hard Science Fiction</b></li> <li>• <b>Verisimilitude</b></li> <li>• <b>Realism</b></li> <li>• <b>Tone</b></li> <li>• <b>Objective</b></li> <li>• <b>Subjective</b></li> </ul>	<p><b>Core Materials:</b></p> <p><b>Essay:</b></p> <p>“Hard Science Fiction” by David G. Hartwell (see <a href="http://ebbs.english.vt.edu/exper/kcramer/anth/Hartwell.html">http://ebbs.english.vt.edu/exper/kcramer/anth/Hartwell.html</a>)</p> <p><b>Short Story:</b></p> <p>“Cold Equations” by Tom Godwin (found in Holt anthology Elements of Literature Course 4)</p> <p><b>Novel:</b> Any novel read for this unit must have some real scientific principle or knowledge involved as an integral part of the plot.</p> <p>All novels listed below are currently in use at one or more high school sites.</p> <p>Suggested titles include:</p> <p><i>Bellwether</i> by Connie Willis (S) <i>Fantastic Voyage</i> by Isaac Asimov (S) <i>Frankenstein</i> by Mary Shelley (A) <i>House of Stairs</i> by William Sleator (N) <i>I, Robot</i> by Isaac Asimov (S)</p>

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<p>viewing policies</p>	<p>main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically</p> <p><b>4.1.3</b> Organizing ideas using appropriate structure to maintain the unity of the composition.</p> <p><b>4.1.4</b> Writing <u>a conclusion that ties it to the introduction</u></p> <p><b>The student writes for a variety of purposes and audiences by</b></p> <p><b>4.2.4</b> research-based information and/or analysis in research projects or extended reports</p> <p><b>The student writes and edits using conventions of Standard English by</b></p> <p><b>The student revises writing by</b></p> <p><b>4.4.1</b> Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas</p> <p><b>4.4.2</b> Giving/receiving appropriate feedback and evaluating writing based on established criteria</p> <p><b>4.4.3</b> Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)</p> <p><b>4.4.4</b> Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed</p> <p><b>4.4.5</b> Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and</p>	<ul style="list-style-type: none"> <li>• <b>Motif</b></li> </ul> <p><i>Summative assessments may include but are not limited to:</i></p> <p><b>Summative Assessments</b></p> <p>Study guide, essay, or other critical thinking project on novel</p> <p>Research paper or poster display based on research process</p> <p>Quizzes, tests on content covered</p>	<p><i>Sphere</i> by Michael Crichton (S)</p> <p><i>2001: A Space Odyssey</i> by Arthur C. Clarke (S)</p> <p><i>2010: Odyssey II</i> by Arthur C. Clarke (S)</p> <p><b>New title to be considered:</b> <i>Interworld</i>, by Neil Gaiman and Michael Reeves (N)</p> <p><b>NOTE REGARDING READING LEVELS:</b> N = Novice for titles below high school reading levels. S = Standard for ninth-twelfth grade reading levels. A = Advanced for students preparing for college or ready for more challenging reading.</p> <p><b>Supplementary Materials:</b></p> <p>Film: <i>The Andromeda Strain</i> (Caution: The movie adaptation of “Cold Equations” is NOT recommended since it changes the ending and hence the point/purpose of using the story.)</p> <p><b>Short Stories Chosen from available anthologies:</b></p> <p><i>Decades of Science Fiction</i> “The Ship Who Sang” by Anne</p>
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**Science Fiction and Fantasy Elective Curriculum  
Unit 2 Science and Technology**

<p>the perspective conveyed</p> <p><b>4.4.6</b> Using resources throughout the writing process (e.g. dictionary, thesaurus, style manual, rubric, word processor peer conference, etc.)</p> <p><b>The student documents sources by</b></p> <p><b>4.5.1</b> Giving credit for others’ ideas, images, and multimedia information by citing <u>sources</u> using a standard method of documentation (e.g., <u>MLA</u> or <u>APA</u> style)</p> <p><b>The student uses strategies to decode or comprehend the meaning of words in text by</b> determining meanings of unfamiliar words in context using syntax, semantics, allusions, connotations/denotations, technical content (4.1.1, 4.1.2, 4.1.4)</p> <p><b>The student analyzes and evaluates conventions and techniques of techniques of genres</b> by identifying characteristics, effect on reader, use of literary devices, and evaluating intended effects. (4.5.1, 4.5.2, 4.5.3)</p>	<p>McCaffrey <i>You and Science Fiction</i> “Into the Shop” by Ron Goulart “Computer’s Don’t Argue” Gordon R Dickson</p> <p><b>OTHER COLLECTIONS USED THROUGH DISTRICT</b></p> <p><b>Other Resources</b></p> <p><i>The Science of Star Trek</i> <i>Space Travel: A Writer’s Guide to the Science of Interplanetary and Interstellar Travel</i> by Ben Bova with Anthony R. Lewis <i>The Hard SF Renaissance</i> edited by David G. Hartwell and Kathryn Cramer</p> <p>“Introduction” in <i>Norton Anthology of Science Fiction</i> “Elements of Science Fiction: A Primer” by David Samuelson</p> <p>Websites:</p> <p><i>Interactive Introduction to Ascent of Wonder</i> at <a href="http://ebbs.english.vt.edu/exper/kcramer/awow.html">http://ebbs.english.vt.edu/exper/kcramer/awow.html</a></p> <p><a href="http://www.revolutionssf.com/fiction/archives.html">www.revolutionssf.com/fiction/archives.html</a> (an archive of science fiction stories)</p>
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**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 3: ALTERNATE WORLDS (Social Science Fiction)**

**Essential Questions:**

**Enduring Understandings:** Science fiction can help us anticipate change in our own world more readily. The emphasis of this kind of science fiction writing explores the sequence of events that lead up to the ethical and social problems produced by technological and social developments.

- How do technological developments change my world?
- How do projecting hopes and fears in the future change outcomes?
- How can exploring alien worlds help us envision new possibilities?

**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 3: ALTERNATE WORLDS (Social Science Fiction)**

**Cross Curricular Connections: Science, Social Studies, Art**

	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p><i>Estimated</i> 4 Weeks</p> <p>Actual:</p>	<p><b>Reading Focus:</b> Science fiction novel of choice and selected short stories that show concepts under discussion</p> <p><b>Writing Focus:</b> Steps in creative writing process resulting in polished product</p> <p><b>Viewing Focus (Optional):</b> Imaginative worlds or dystopian society</p> <p><b>The student will know:</b>            The student will know the difference between dystopia and utopia            The student will be able to apply the literalization of metaphor. Student will formulate their individual extrapolations and speculations.</p> <p><b>Grade Level Expectations</b></p> <p><b>The student writes for a variety of purposes and audiences by:</b>  <b>4.2.1</b> Writing a narrative using elements of fiction to advance the plot * (L)  <b>4.2.3</b> Writing expressively when producing or</p>	<p><b>Formative assessments may include but are not limited to:</b></p> <p>Notetaking/Discussions on concept through essay or lecture of fiction            Prereading fastwrite/post reading analysis on representative short story            Current social and political articles with extrapolation paragraphs            Reading response logs for assigned novel            Steps in a creative process including gathering of ideas, determining purposes, considering audience, and determining form</p> <p><b>Terms listed in previous unit(s) as appropriate for stories under discussion and</b></p> <ul style="list-style-type: none"> <li>• <b>Soft Science Fiction</b></li> </ul>	<p><b>Core Materials:</b> Any novel read for this unit must have some sociological-societal principles or creation of an alternate world as an integral part it. Such as:  <i>Brave New World</i> , Aldous Huxley (S, A)  <i>Children of Men</i> by PD James (S)  <i>Canticle for Leibowitz</i> by Walter M. Miller (S)  <i>The Word for World is Forest</i> by Ursula K. Leguin (S)  <i>Dune</i> by Frank Herbert (S, A)  <i>Fahrenheit 451</i> by Ray Bradbury (S)  <i>1984</i> by George Orwell (S, A)  <i>The Giver</i> by Lois Lowry (N)  <i>A Wizard of Earthsea</i> by Ursula K Leguin (N, S)  <i>DragonFlight</i> by Anne McCaffrey (S, N)  <i>Parable of the Sower</i> by Octavia Butler  <i>Conneticut Yankee in King Arthur’s Court</i> by Mark Twain (S)  <i>The Transaal Saga</i> by Gary Paulsen (N)</p> <p><b>Suggested for Approval:</b>  <i>The Diary of Pelly D</i> by Lucy J Adlington (N, S)  <i>Rash</i>, Pete Hautman (S)  <i>Left Hand of Darkness</i> or <i>Lathe of</i></p>

**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 3: ALTERNATE WORLDS (Social Science Fiction)**

<p>responding to texts * (L)</p> <p><b>The student revises writing by:</b>4.2.7 Editing to improve style, word choice, sentence variety, and subtly of meaning in relation to the purpose and the audience (ASD)</p> <p><b>4.2.8</b> Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement (ASD)</p> <p><b>4.4.5</b> Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed*</p> <p><b>4.4.8</b> Refining word choice in order to paint a picture with words (ASD)</p> <p><b>4.5.2</b> Identifying or explaining use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p><b>The student analyzes and evaluates literary elements and devices by:</b></p> <p><b>4.6.1</b> Identifying, describing, or making logical predictions about (citing evidence and support</p>	<ul style="list-style-type: none"> <li>• <b>Speculative Fiction</b></li> <li>• <b>Utopia</b></li> <li>• <b>Dystopia</b></li> <li>• <b>Literalization of Metaphor</b></li> <li>• <b>Symbol</b></li> </ul> <p><b>Supplementary Terms that apply to specific stories chosen:</b></p> <ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Hyperbole</b></li> <li>• <b>Irony</b></li> <li>• <b>Romantic Hero</b></li> <li>• <b>Satire</b></li> </ul> <p><b>Supplementary terms related to stories chosen as appropriate</b></p> <ul style="list-style-type: none"> <li>• Symbol</li> <li>• Unreliable Narrator</li> <li>• Flashback</li> <li>• Foil</li> </ul> <p><i>Summative assessments may include but are not limited to:</i></p> <p>Students create a polished alien world that includes setting, culture, and</p>	<p><i>Heaven</i> by Ursula K. LeGuin (S, A)</p> <p>NOTE REGARDING READING LEVELS:  N = Novice for titles below high school reading levels.  S = Standard for ninth-twelfth grade reading levels.  A = Advanced for students preparing for college or ready for more challenging reading.</p> <p><b>Supplementary Materials:</b></p> <p><b>Short Story Anthologies:</b></p> <p><i>Decades of Science Fiction</i>  “Desertion” by Clifford P. Simak  “Death Between the Stars” Marion Zimmer Bradley  <i>You and Science Fiction</i>  “All Summer in a Day” by Ray Bradbury  “Consumers Report” Theodore R. Cogswell (status)  “Into the Shop” by Ron Goulart (justice)  “Frog Pond” by Chelsea Quinn Yarbro (ecology)  “Billenium” by Jay G Ballard (overpopulation)  “August 2026 There will come Soft Rains” by Ray Bradbury (war)</p>
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**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 3: ALTERNATE WORLDS (Social Science Fiction)**

	<p>from text) plot, setting, character, point of view, theme, and tone*</p> <p><b>The student connects and evaluates cultural influences/events by:</b></p> <p>[10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g. Puritanism; immigration; Harlem Renaissance) (L)</p>	<p>physical characteristics.          Study guide, essay or other critical thinking on novel          Quizzes and tests on content covered</p>	<p><b>OTHER COLLECTIONS USED THROUGH DISTRICT</b></p> <p>Video: <i>Enemy Mine</i> (parental permission required.)</p> <p><b>Other Resources</b></p> <p><i>Barlowe’s Guide to Extraterrestrials</i> by Wayne Douglas Barlow, Ian Summers and Beth Meacham  <i>Aliens and Alien Societies: A Writer’s Guide to Creating Extraterrestrial Life Forms</i> by Stanley Schmidt</p> <p>Websites:</p> <p><i>Interactive Introduction to Ascent of Wonder</i> at  <a href="http://ebbs.english.vt.edu/exper/kcramer/aw.html">http://ebbs.english.vt.edu/exper/kcramer/aw.html</a></p> <p><a href="http://www.revolutionsf.com/fiction/archives.html">http://www.revolutionsf.com/fiction/archives.html</a>          (an archive of classic science fiction stories)</p>
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**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 4: ADVENTURE**

**Essential Questions:**

**Enduring Understandings:** Captivating a reader requires effective manipulation of literary elements. In a literary sense, genre is a composition characterized by form, style, or subject matter.



- How do we weave the concepts of the science fiction and fantasy genre into a short story?
- What are the elements of fiction used in short stories?

**Science Fiction and Fantasy Elective Curriculum**  
**UNIT 4: ADVENTURE**

**Cross Curricular Connections: Social Studies**

	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p><i>Estimate d:</i></p> <p>4 Weeks</p> <p>Actual:</p>	<p><b>Reading Focus:</b> Science fiction and or fantasy novel of choice and selected short stories that show concepts under discussion</p> <p><b>Writing Focus:</b> Steps in short story writing process resulting in polished product</p> <p><b>Viewing Focus: (Optional)</b> A movie that fits the science fiction or fantasy genre and that can be used to lead discussion regarding story construction.</p> <p><b>The student will know:</b> elements of a short story and put into use literary devices such as metaphor, symbol, etc.</p> <p><b>Grade Level Expectations</b></p> <p><b>The student writes for a variety of purposes and audiences by:</b></p> <p><b>4.2.1</b> Writing a narrative using elements of fiction to advance the plot * (L)</p> <p><b>4.2.3</b> Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or</p>	<p><b>Formative assessments may include but are not limited to:</b></p> <p>Notetaking/Discussions on concept through reading and analysis of example stories            Prereading            fastwrite/post reading            analysis on representative short story            Reading response logs for assigned novel            Steps in a creative process including gathering of ideas, determining purposes, considering audience, drafting, responding, revising, and editing</p> <p><b>Targeted Terms related to story structure:</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Conflict</li> <li>• Rising action</li> <li>• Climax</li> <li>• Resolution</li> </ul>	<p><b>Core Materials:</b> Any novel read for this unit must fit the genres studied in class and have strong plot construction.</p> <p><i>Childhood’s End</i> by Arthur C. Clarke (S)  <i>Ender’s Game</i> by Orson Scott Card (S)  <i>Foundation</i> by Isaac Asimov (S)  <i>The Martian Chronicles</i> by Ray Bradbury (S)  <i>Stranger in a Strange Land</i> by Robert Heinlein (S, A)  <i>I Sing the Body Electric</i> by Ray Bradbury (S)  <i>The Golden Compass</i> by Philip Pullman (N,A)  <i>The Hero and the Crown</i> by Robin McKinley (N, A)  <i>Eyes of the Dragon</i> by Stephen King  <i>Hitchhiker’s Guide to the Galaxy</i> by Douglas Adams (S, A)  <i>Moon is a Harsh Mistress</i> by Robert Heinlein (S)  <i>Dandelion Wine</i> by Ray Bradbury (S)  <i>Pebble in the Sky</i> by Isaac Asimov (S)  <i>Wrinkle in Time</i> by Madeleine L’Engle (N)  <i>Alas Babylon</i> by Pat Frank (S)  <i>War of the Worlds</i> by H.G. Wells (S, A)</p>

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<p>newsletters)* (L)</p> <p><b>The student revises writing by:</b></p> <p><b>4.2.7</b> Editing to improve style, word choice, sentence variety, and subtly of meaning in relation to the purpose and the audience (ASD)</p> <p><b>4.2.8</b> Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement (ASD)</p> <p>[10] <b>4.4.5</b> Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed*</p> <p>[10] <b>4.4.8</b> Refining word choice in order to paint a picture with words (ASD)</p> <p>[10] <b>4.5.2</b> Identifying or explaining use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p><b>The student analyzes and evaluates literary elements and devices by:</b></p>	<ul style="list-style-type: none"> <li>• Character Development</li> <li>• Round</li> <li>• Developed</li> <li>• Flat</li> <li>• Static</li> <li>• Theme</li> <li>• Setting</li> <li>• Dialogue</li> <li>• Point of View</li> <li>• Unreliable narrator</li> </ul> <p><i>Summative assessments may include but are not limited to:</i></p> <p>A polished short story.          Study guide, essay or other critical thinking on novel          Quizzes and tests on content covered</p>	<p>Suggested for approval:</p> <p><i>The Anvil and the Sun</i> by Leslie Groel (S)  <i>Dragon Eyes</i>, Stephen King (N)</p> <p>NOTE REGARDING READING LEVELS:          N = Novice for titles below high school reading levels.          S = Standard for ninth-twelfth grade reading levels.          A = Advanced for students preparing for college or ready for more challenging reading.</p> <p><b>Supplementary Materials:</b></p> <p><b>Short Story Anthologies:</b></p> <p><i>Decades of Science Fiction</i>  <i>You and Science Fiction</i>          “Frog Pond” by Chelsea Quinn Yarbro (ecology)          “Billenium” by Jay G Ballard (overpopulation)</p> <p>OTHER COLLECTIONS USED THROUGH DISTRICT</p> <p><b>Video:</b> <i>Galaxy Quest</i> (parental permission required)</p>
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	<p>[10] <b>4.6.1</b> Identifying, describing, or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone*</p> <p><b>The student connects and evaluates cultural influences/events by:</b></p> <p>[10] <b>4.9.1</b> Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g. Puritanism; immigration; Harlem Renaissance) (L)</p>		<p><b>Other Resources</b></p> <p><i>The Craft of Writing Science Fiction that Sells</i> by Ben Bova</p> <p>Websites:</p> <p><i>Interactive Introduction to Ascent of Wonder</i> at <a href="http://ebbs.english.vt.edu/exper/kcramer/awow.html">http://ebbs.english.vt.edu/exper/kcramer/awow.html</a></p> <p><a href="http://www.revolutionsf.com/fiction/archives.html">http://www.revolutionsf.com/fiction/archives.html</a>          (an archive of classic science fiction stories)</p>
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