



Grade 11 Real and Unreal - Unit 3 - Sci-fi: A Critical Look at Our Future

Unit Focus

In this unit, students will continue the process of blending fiction and nonfiction to better support their understanding of world literature. Here, students will encounter Romanticism in the form of *Frankenstein*. Not only will students study the literary value of the text, but they will also be tasked with making connections to Shelley's world to determine her ultimate purpose in writing the masterpiece.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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. (CCSS.ELA-LITERACY.RL.11-12.1)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. (CCSS.ELA-LITERACY.RL.11-12.2)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). (CCSS.ELA-LITERACY.RL.11-12.3)Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-LITERACY.RL.11-12.6)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. (CCSS.ELA-LITERACY.RL.11-12.9)By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.11-12.10)Reading: Informational Text<ul style="list-style-type: none">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. (CCSS.ELA-LITERACY.RI.11-12.1)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T3 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text. U2 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U3 Readers make meaning through a careful reading of the text(s) and connections to the topic.</td><td><i>Students will keep considering...</i> Q1 What is this text really about? (e.g. theme, main idea, moral)? Q2 How does this text challenge my thinking about this topic? How should I read it? Q3 How do my experiences influence my reading and understandings of this text?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text. U2 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U3 Readers make meaning through a careful reading of the text(s) and connections to the topic.
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Stage 1: Desired Results - Key Understandings

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *(CCSS.ELA-LITERACY.W.11-12.1)*
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. *(CCSS.ELA-LITERACY.W.11-12.1.A)*
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. *(CCSS.ELA-LITERACY.W.11-12.1.C)*
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. *(CCSS.ELA-LITERACY.W.11-12.1.D)*
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *(CCSS.ELA-LITERACY.W.11-12.3)*
- 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. *(CCSS.ELA-LITERACY.W.11-12.3.A)*
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. *(CCSS.ELA-LITERACY.W.11-12.3.B)*
- 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). *(CCSS.ELA-LITERACY.W.11-12.3.C)*
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *(CCSS.ELA-LITERACY.W.11-12.3.E)*
- 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. *(CCSS.ELA-LITERACY.L.11-12.4)*
- 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. *(CCSS.ELA-LITERACY.L.11-12.4.A)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.11-12.5)*
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.11-12.5.A)*
- Analyze nuances in the meaning of words with similar denotations. *(CCSS.ELA-LITERACY.L.11-12.5.B)*

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. *(POG.5.1)*

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Nonfiction supports our understanding of fictional texts.
- K2** Literature often reflects human themes, conflicts, and needs.

Skill(s)

Students will be skilled at...

- S1** Comparing and contrasting nonfiction and literary texts to identify and analyze relationships and patterns.
- S2** Connecting their own experiences to the text in order to better understand the human themes, conflicts and needs reflected in the text.