



Grade 11 Real and Unreal - Unit 2 - Intro to Sci-Fi + Book Clubs

Unit Focus

Students will continue to navigate challenging and dense texts that depict a variety of human experiences unlike their own. In the previous unit, students studied the craft of magical realism, as well as the surrealist text *The Metamorphosis*, to understand how authors use fantastical situations to subversively critique human nature, society, or political events. As students move to their next genre study, they will be analyzing the purpose of science fiction as a genre (hint: these types of authors act similarly to authors of magical realism and surrealism). Once students are introduced to various elements of science fiction, they will engage with a self-selected text in book clubs. Throughout their book club study, they will analyze the various elements of sci-fi, surrealism, and magical realism. As they read and comprehend, they will research the element of society their author is critiquing. Ultimately, students will use their research to show how they've critically analyzed the text and its overall message.

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)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)Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T3 Research and identify credible resources to expand knowledge and understanding of a topic or issue. T4 Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony). U2 Readers ask and answer questions to deepen understanding and promote further thinking. U3 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment.	<i>Students will keep considering...</i> Q1 What does close reading require? Q2 How do people/characters, events, and ideas develop within the text? Q3 How do readers and writers collaborate to come to a new understanding or position about a topic? Q4 How do I best support my purpose for writing? Q5 What is the best modality and structure to match my audience, purpose and message?

Stage 1: Desired Results - Key Understandings

<p>both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-LITERACY.W.11-12.1.B)</p> <ul style="list-style-type: none"> 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) Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.11-12.1.E) Writing 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.) (CCSS.ELA-LITERACY.W.11-12.4) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-LITERACY.W.11-12.7) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-LITERACY.W.11-12.8) 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. (CCSS.ELA-LITERACY.SL.11-12.1) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-LITERACY.SL.11-12.1.A) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic 	<p>U4 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.</p> <p>U5 Writers consider their audience and message when considering modality and structure.</p> <p>U6 Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).</p>	<p>Q6 How do I collect, organize, and analyze information from multiple sources?</p>
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Elements of science fiction as they relate to literature.</p> <p>K2 That research from quality databases supports our understanding of fictional texts.</p> <p>K3 Presentations require multimodal approaches to engage the audience.</p> <p>K4 All conclusions are supported by direct evidence from a text.</p> <p>K5 That authors use symbols to represent larger, abstract ideas.</p> <p>K6 How to effectively communicate ideas, both in spoken and written form.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying elements of science fiction as they relate to literary techniques.</p> <p>S2 Navigating quality databases to grow their understanding of fictional texts, including the creation of research questions.</p> <p>S3 Selecting effective resources and modalities to engage an audience.</p> <p>S4 Reading closely for the purpose of supporting their conclusions with direct evidence from the text.</p> <p>S5 Identifying and analyzing symbols to support a theme or idea.</p> <p>S6 Communicating their ideas based on form, audience, and purpose.</p>

Stage 1: Desired Results - Key Understandings

or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. *(CCSS.ELA-LITERACY.SL.11-12.1.C)*

- Speaking & Listening
- 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. *(CCSS.ELA-LITERACY.SL.11-12.4)*
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *(CCSS.ELA-LITERACY.SL.11-12.5)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.11-12.2)*
- Observe hyphenation conventions. *(CCSS.ELA-LITERACY.L.11-12.2.A)*
- Spell correctly. *(CCSS.ELA-LITERACY.L.11-12.2.B)*

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*