

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Reading Science Fiction Literature/Honors Reading Science Fiction Literature

Born On: June 1, 2023
Revised On: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: Reading Science Fiction Literature/Honors Reading Science Fiction Literature

This course is a junior English course that encourages students to explore humanity's relationships with technology and the natural world. During various units, students will read classic and contemporary texts about artificial intelligence, genetic engineering, space exploration, and the environment. Additionally, students will practice their writing skills in argumentative, narrative, and expository modes. Multiple opportunities are provided for individual and group projects, as well as oral presentations.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: ([N.J.S.A. 18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

*** Units that include climate change concepts/lessons/information.

WRITING UNITS

READING UNITS

Unit 1: Artificial Intelligence

Unit Description/Overview

In this unit, students will read various texts that challenge our understanding of what it means to be human. Students will explore short stories, plays, poetry, and articles that reveal our complicated relationship with technology and the potential ways that artificial intelligence can impact our world.

Approximate time frame: 3-4 weeks

Essential Questions	<ul style="list-style-type: none">● What is AI? How is AI impacting our world, and how will it shape our future?● What is the Turing test?● How do we determine what being “human” means?
NJSLS	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>

	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</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>Student Learning Objectives</p>	<ul style="list-style-type: none"> • Students will reflect upon what it means to be human • Students will examine how technology and computers have impacted and continue to impact our way of life • Students will explore how to engage in human life outside of using technology 											
<p>Formative and Summative Assessments</p>	<p>F: Reading quizzes, socratic seminars, book talks, research tasks, jigsaw presentation, Reader’s Responses (RRs), class discussion, discussion/reaction posts, Canvas journals, Padlet postings, group work, vocabulary and grammar quizzes, Membean, IXL</p> <p>S: synthesis writing + timed writing, presentations</p>											
<p>Required/ Suggested Resources</p>	<table border="1"> <thead> <tr> <th data-bbox="426 938 819 1068">Classic/Core Text</th> <th data-bbox="819 938 1209 1068">Contemporary</th> <th data-bbox="1209 938 1600 1068">Short Stories/Essays/Poems Excerpts</th> <th data-bbox="1600 938 1990 1068">Media/Visual ** Find relevant Ted Talks**</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 1068 819 1458"> <p>Do Androids Dream of Electric Sheep? Philip K. Dick</p> <p>“Robot Dreams” Isaac Asimov (short story)</p> <p>Optional Plays</p> <ul style="list-style-type: none"> • <i>R.U.R</i> Karel Capek (1921) </td> <td data-bbox="819 1068 1209 1458"> <ul style="list-style-type: none"> • “An Antidote to Digital Dehumanization? Live Theater” Ayad Akhtar (NYT Article) • Life 3.0: Being Human in the Age of Artificial Intelligence Max Tegmark </td> <td data-bbox="1209 1068 1600 1458"> <ul style="list-style-type: none"> • “Saying Goodbye to Yang” Alexander Weinstein (short story) • “Tomorrow is Waiting” Holli Mintzer (short story) </td> <td data-bbox="1600 1068 1990 1458"> <ul style="list-style-type: none"> • <i>Ex Machina</i> • The Singularity (documentary - 2012) • <i>Blade Runner</i> films </td> </tr> </tbody> </table>				Classic/Core Text	Contemporary	Short Stories/Essays/Poems Excerpts	Media/Visual ** Find relevant Ted Talks**	<p>Do Androids Dream of Electric Sheep? Philip K. Dick</p> <p>“Robot Dreams” Isaac Asimov (short story)</p> <p>Optional Plays</p> <ul style="list-style-type: none"> • <i>R.U.R</i> Karel Capek (1921) 	<ul style="list-style-type: none"> • “An Antidote to Digital Dehumanization? Live Theater” Ayad Akhtar (NYT Article) • Life 3.0: Being Human in the Age of Artificial Intelligence Max Tegmark 	<ul style="list-style-type: none"> • “Saying Goodbye to Yang” Alexander Weinstein (short story) • “Tomorrow is Waiting” Holli Mintzer (short story) 	<ul style="list-style-type: none"> • <i>Ex Machina</i> • The Singularity (documentary - 2012) • <i>Blade Runner</i> films
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	<ul style="list-style-type: none"> • <i>Majorie Prime</i> Jordan Harrison 	<ul style="list-style-type: none"> • <u>Human Compatible: Artificial Intelligence and the Problem of Control</u> Stuart Russell • <u>“Do Robots Deserve Legal Rights?”</u> Tim Sprinkle • <u>CuratedAI</u> (AI Generated Poetry 2016-2017) • <u>“We Need to Talk About How Good A.I. Is Getting”</u> by Kevin Roose • <u>“Meet GPT-3. It Has Learned to Code (and Blog and Argue).”</u> by Cade Metz 	<ul style="list-style-type: none"> • <u>“The Robots are Coming”</u> by Kyle Dargan (poem) • <u>Light and Shadow: Eight Short Stories</u> Linda Nagata 	
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Interdisciplinary Connections	<p>RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>

	<p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p>
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<u>Modifications</u>	<u>Students with Disabilities</u>	<u>Struggling/At-Risk Students</u>	<u>Gifted and Talented</u>	<u>Multilingual Learners</u>
	<ul style="list-style-type: none"> ● <u>Teacher modeling of skills/techniques to be mastered</u> ● <u>Extended time to complete assignments</u> ● <u>Preferential seating to be determined by the student and teacher</u> ● <u>Provide oral reminders and monitor student work during independent work time</u> ● <u>Assist students with long and short term planning of assignments</u> ● <u>Posts and reviews clear criteria for proficient work</u> ● <u>Restate, reread, and clarify</u> 	<ul style="list-style-type: none"> ● <u>Provide opportunities for repetition and practice</u> ● <u>Teacher modeling of skills/techniques to be mastered</u> ● <u>Extended me to complete assignments</u> ● <u>Provide copy of class notes</u> ● <u>Preferential seating to be determined by the student and teacher</u> ● <u>Provide oral reminders and monitor student work during independent work</u> ● <u>Small group instruction</u> ● <u>Maintain a consistent routine/schedule</u> ● <u>Flexible grouping</u> ● <u>Provide student</u> 	<ul style="list-style-type: none"> ● <u>Provide opportunities for project based learning</u> ● <u>Provide opportunities for independent studies</u> ● <u>Flexible Grouping</u> ● <u>Jigsaw activities</u> 	<p><u>Using images and other visual aids to support understanding of concepts</u></p> <ul style="list-style-type: none"> ● <u>Kinesthetic learning experiences (manipulatives, movement, etc.)</u> ● <u>Teacher made adaptations, outlines, study guides</u> ● <u>Use of varied leveled texts to present content</u> ● <u>Sentence frames and starters</u> ● <u>Extended time to complete assignments</u> ● <u>Use of concrete examples</u> ● <u>Provide immediate feedback</u> ● <u>Preferential seating</u> ● <u>Build background information through brainstorming, semantic webbing, or</u>

	<p><u>directions/questions</u></p> <ul style="list-style-type: none"> • <u>Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</u> • <u>Small group instruction</u> • <u>Space for movement and breaks</u> • <u>Flexible seating arrangement</u> • <u>Maintain a consistent routine/schedule</u> • <u>Provide immediate feedback when applicable</u> 	<p><u>exemplars to communicate expectations</u></p> <ul style="list-style-type: none"> • <u>Sentence frames/starters</u> • <u>Provide immediate feedback when applicable</u> 		<p><u>use of visual aids</u></p> <ul style="list-style-type: none"> • <u>Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</u> • <u>Directions stated clearly and distinctly and delivered in both written and oral forms</u>
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Unit 2: Genetics

Unit Description/Overview

In this unit, students will examine both the positive and negative potentials of genetic technology for human life. Students will consider how humanity should employ these new technologies and determine if we should resurrect extinct animals. As students consider these challenges, they will focus upon the ethical concerns posed by the advancements in genetic research.

Approximate time frame: 3-4 weeks

Essential Questions

- How can we ethically use genetic technology to improve human life?
- Should we resurrect extinct animals?

	<ul style="list-style-type: none">● Should we use tools like CRISPR to eliminate threats to human life?
NJSLS	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.6. 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).</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</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>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>											
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> • Students will question the ethics of using an individual’s genetic material to develop life-saving treatments • Students will debate whether or not humanity should resurrect previously extinct species • Students will consider the consequence of using genetic editing to eliminate species harmful to humanity 											
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F/S), Socratic seminars (F/S), book talks (F/S), unit exams (S), projects (F/S), presentations (F/S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F/S), Canvas journals (F/S), Padlet postings (F), group work (F/S), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S)</p>											
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			<p>Plan to Fully Resurrect a Woolly Mammoth Within the Decade</p> <ul style="list-style-type: none"> • “Self-destructing mosquitoes and sterilized rodents: the promise of gene drives” 	
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Interdisciplinary Connections	<p>RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> • Teacher modeling of skills/techniques to be 	<ul style="list-style-type: none"> • Provide opportunities for repetition and practice 	<ul style="list-style-type: none"> • Provide opportunities for project 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> • Kinesthetic learning experiences (manipulatives,

	<p>mastered</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<p>based learning</p> <ul style="list-style-type: none"> ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>movement, etc.)</p> <ul style="list-style-type: none"> ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Unit 3: Environment/Biology/Nature

Unit Description/Overview

In this unit, students will examine how writers use nature as a focus or a complement in their writing. Students will explore excerpts of fiction and nonfiction texts, poetry, essays, and visuals and discover the various ways that nature and the environment are portrayed.

Approximate time frame: 3-4 weeks

Essential Questions	<ul style="list-style-type: none">• How do writers use depictions of nature to contribute to the plot of a short story or novel?• How do writers employ figurative language in their writing?• In what ways might reading ecofiction or eco-nonfiction impact the audience?
NJSLS	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>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.</p> <p>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).</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>
Student Learning Objectives	<ul style="list-style-type: none">• Compare and contrast the authors' use of information about the environment in various genres• Explore the use of nature and research in both fiction and nonfiction readings• Consider the use of figurative language to enrich both fiction and nonfiction readings

<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F/S), Socratic seminars (F/S), book talks (F/S), unit exams (S), projects (F/S), presentations (F/S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F/S), Canvas journals (F/S), Padlet postings (F), group work (F/S), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S)</p>			
<p>Required/ Suggested Resources</p>	<p>Whole-Class Texts/ Excerpts</p>	<p>Short Stories/Poetry</p>	<p>Essays/Articles</p>	<p>Media/Visual</p>
	<p><i>World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments</i> by Aimee Nezhukumatathil</p> <p>Excerpts depicting nature: <i>Wild</i> by Cheryl Strayed; <i>Into the Wild</i> and <i>Into Thin Air</i> by Jon Krakauer; <i>Where the Crawdads Sing</i> by Delia Owens; <i>The Overstory</i> by Richard Powers; <i>In the Shadow of the Banyan</i> by Vaddey Ratner; <i>Silent Spring</i> by Rachel Carson</p>	<p>Poems Mary Oliver’s poetry, such as “Fall”; “Beside the Waterfall”; “Hummingbirds”; “The Summer Day” “Song for the Woolly Mammoth” by Lauren Mosely “Eagle Poem” by Joy Harjo “Art & Science” by Alice Friman “There Are Birds Here” by Jamaal May “Summer Wind” by William Cullen Bryant “awaiting a carriage. any” by Bernard Ferguson “The Sunset and the Purple-Flowered Tree” by Joshua Jennifer Espinoza “sea of the poem (an annex so we may dream backwards)” by Raquel</p>	<p>“Nature” and “Self-Reliance” by Ralph Waldo Emerson “The Death of a Moth” by Virginia Woolf “Living Like Weasels” by Annie Dillard <i>The Best American Science And Nature Writing 2022</i> by Jaime Green and Ayana Johnson “Intersections of art and science through time and paths forward” academic journal article Science section of NY Times Ocean Facts</p>	<p>Living City: Where Does Our Trash Go? (video) Appalachian Trail Conservancy (website) “There Are Birds Here” by Jamaal May (stop motion video) Photo Ark from National Geographic <i>A River Runs Through It</i> (clips) <i>Where the Crawdads Sing</i> (clips)</p>

		<p>Salas Riveras “Hakai” by Sadakichi Hartmann “[the cry of the cicada]” by Matsuo Basho “One Flower” by Jack Kerouac</p> <p>Short Stories “The Hawk” by Jules Chung</p> <p>“Big Two-Hearted River” by Ernest Hemingway</p> <p>“God’s Gonna Trouble the Water or, Where Is Marisol?” by Randall Kenan</p> <p>“A River Runs Through It” by Norman Maclean</p>		
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Interdisciplinary Connections	<p>VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6</p>
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	RST.11-12.7 RST.11-12.8
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> Teacher modeling of skills/techniques to be mastered Extended time to complete assignments Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work time Assist students with long and short term planning of assignments Posts and reviews clear criteria for proficient work Restate, reread, and clarify 	<ul style="list-style-type: none"> Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended me to complete assignments Provide copy of class notes Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping 	<ul style="list-style-type: none"> Provide opportunities for project based learning Provide opportunities for independent studies Flexible Grouping Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> Kinesthetic learning experiences (manipulatives, movement, etc.) Teacher made adaptations, outlines, study guides Use of varied leveled texts to present content Sentence frames and starters Extended time to complete assignments Use of concrete examples Provide immediate feedback Preferential seating Build background information through brainstorming, semantic webbing, or use of visual aids Simplifying language for

	<p>directions/questions</p> <ul style="list-style-type: none"> ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>presentation by using speech that is appropriate to students' language proficiency level</p> <ul style="list-style-type: none"> ● Directions stated clearly and distinctly and delivered in both written and oral forms
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<p>Unit 4: Science Fiction</p> <p>Unit Description/Overview</p> <p><i>In this unit, students will examine the enduring genre of science fiction in a variety of formats as both a form of entertainment and a reflection of society.</i></p> <p>Approximate time frame: 5 weeks with book club option</p>	
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does science fiction explore political, cultural, societal, and/or environmental concerns? ● How do the topics of science fiction correlate with real world events and issues in society? ● How is science fiction different from other genres? ● In what ways does science fiction serve as a form of entertainment?

<p>NJSLS</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Students will recognize the elements of science fiction: time travel, technological advancements, space travel, fictional worlds, etc. ● Students will analyze various literary elements of science fiction, such as theme, tone, irony, and/or symbolism.
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F/S), Socratic seminars (F/S), book talks (F/S), unit exams (S), projects (F/S), presentations (F/S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F/S), Canvas journals (F/S), Padlet postings (F), group work (F/S), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S)</p>

Required/ Suggested Resources	Whole-Class Texts/ Excerpts/ Book Club Titles	Short Stories/Poetry	Essays/Articles	Media/Visual
	<p>Science fiction reference sheet</p> <p>“A Sense of Wonder: An Introduction to Science Fiction” by Thomas Pool (Common Lit)</p> <p>Whole-class texts, full or excerpted: Black Panther comic by Ta-Nehisi Coates (2016, Issue #1)</p> <p>Chapter 16 of Frankenstein by Mary Shelley (Common Lit)</p> <p>Book Club Titles: <i>Feed</i> by MT Anderson</p> <p><i>Speak</i> by Louisa Hall</p> <p><i>Slaughterhouse Five</i> by Kurt Vonnagut</p>	<p>Short Stories Welcome to Nightvale, podcast episodes 1 & 2 1- “Pilot” (exposition-required if choosing episodes from this podcast) 2 - “Glow Cloud”</p> <p>“A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez (Common Lit)</p> <p>Poems “Sci-Fi” by Tracy K. Smith “The Abduction” by Stanley Kunitz “The White Fires of Venus” by Denis Johnson “The Alien” by Greg Delanty “The End of Science Fiction” by Lisel Mueller (Common Lit)</p>	<p>“The Infamous ‘War of the Worlds’ Radio Broadcast Was a Magnificent Fluke” by A. Brad Schwartz</p> <p>Definition of Afrofuturism from Tate Museum</p> <p>“Afrfuturism in the Stacks” by Angela Washington</p> <p>Excerpt from “What’s A Story Like You Doing In A Place Like This?: Cyberspace, New Media and Indigenous Futurism” by Novel Alliances</p>	<p>Clips from <i>E.T., I: Robot</i>, <i>Ready Player One</i>, Black Panther, and/or Frankenstein</p>

	<p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p><i>War Cross</i> by Marie Lu</p> <p><i>Illuminae</i> by Amie Kaufman & Jay Kristoff</p> <p><i>Sleeping Giants</i> by Sylvain Neuvel</p> <p><i>The Power</i> by Naomi Alderman</p> <p><i>Binti: Binti Trilogy Book 1</i> by Nnedi Okorafor</p> <p><i>Wild Seed</i> by Octavia E. Butler</p>			
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<p>Interdisciplinary Connections</p>	<p>RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8</p>
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p>
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students’ language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	breaks <ul style="list-style-type: none"> • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 			
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<p>Unit 5: Outer Space</p> <p>Unit Description/Overview</p> <p><i>In this unit, students will study the history of space travel and understand how humanity has progressed to its current understanding of what would be required for our species to travel the cosmos. Students will consider the consequences of continuing to research space travel and debate whether leaving Earth would provide humanity with a better chance to survive.</i></p> <p>Approximate time frame: 5 weeks with book club option</p>	
Essential Questions	<ul style="list-style-type: none"> • Why is humanity compelled to explore the cosmos? • How does leaving our home planet impact what it means to be “human”? • Is abandoning Earth a viable strategy for the future survival of humanity?
NJSLS	<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>

	<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>			
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Students will understand past efforts made by all different kinds of people that empowered humanity to travel beyond Earth ● Students will consider the challenges of space travel and the consequences of these journeys as they impact what it means to be human ● Students will debate whether space travel offers humanity the chance to better our existence 			
<p>Formative and Summative Assessments</p>	<p>Reading quizzes (F/S), Socratic seminars (F/S), book talks (F/S), unit exams (S), projects (F/S), presentations (F/S), research tasks (F), jigsaw presentations (F), Reader’s Responses (RRs) (F), class discussions (F), discussion/reaction posts (F/S), Canvas journals (F/S), Padlet postings (F) , group work (F/S), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/S), IXL (F/S)</p>			
<p>Required/ Suggested Resources</p>	<p>Whole-Class Texts/ Excerpts/ Book Club Titles</p>	<p>Short Stories/Poetry</p>	<p>Essays/Articles</p>	<p>Media/Visual</p>

	<p><i>Martian</i> by Andy Weir</p> <p><i>Red Rising</i> by Pierce Brown</p> <p><i>Endurance</i> by Scott Kelly</p> <p><i>Moonbound: Apollo 11 and the Dream of Spaceflight</i> by Jonathan Fetter-Vorm</p> <p><i>Cosmos</i> by Carl Sagan</p> <p><i>Wonders All Around: The Incredible True Story of Astronaut Bruce McCandless II and the First Untethered Flight in Space</i> by Bruce McCandless II</p> <p><i>Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race</i> by Margot Lee Shetterly</p> <p><i>Rise of the Rocket Girls: The Women Who Propelled Us, from Missiles to the Moon to Mars</i> by Nathalia Holt</p>	<p>Short Stories Mars Short Stories (NASA)</p> <p>“Time Capsule Found on the Dead Planet” by Margaret Atwood (Common Lit)</p> <p>"Ark of Light" by Victor Lavalle (short short story)</p> <p>Poems “Upon the Peak of Sanneen” by Ameen Rihani “Language of the Moon” by Major Jackson “Moonman” by (poem- audio only) “Remembering” by Dana Naone Hall “I Belong There” by Mahmoud Darwish “[The sun is lord of life and colour]” by Iris Tree “Darkened Solar Implication” by Will Alexander “High, Higher, Highest” by Samuel Hazo “i love you to the moon &” by Chen Chen “Unfunky UFO” by Adrian Matejka</p>	<p>Articles: South African Star Myths “Interpreting 5 Ancient Constellations Across Cultures” by Joshua Rapp Learn</p> <p>“A Brief History of Space Exploration”</p> <p>“Genetically Modified Lettuce May One Day Help Space Travelers Fight Bone Loss”</p> <p>“Are Space Habitats the Way of the Future?” Matthew S. Williams</p> <p>“Finding Our Place in the Cosmos: From Galileo to Sagan and Beyond” from The Library of Congress</p>	<p>Clips from Moonshot, Gravity, Wall-E, and Interstellar</p> <p>National Air and Space Museum</p> <p>Nova</p> <p>“Space Oddity” TED Talk Performance</p> <p>TED Talk: “Civilization on the Moon -- and what it means for life on Earth” by Jessy Kate Schingler (pairs well with rhetoric)</p>
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Interdisciplinary Connections	<p>VPA1.5.12prof.Re7a VPA1.5.12prof.Re7b RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 WHST.11-12.1 WHST.11-12.2 WHST.11-12.3</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p> <p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</p> <p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Course: Reading Science Fiction Literature/
Honors Reading Science Fiction Literature

PVRHSD CURRICULUM MAP

Grade Level: 11