

Course: Science Fiction, Fantasy, and Horror
Unit #: #3 Rules of the World

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - RL.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
 - RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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).
 - W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective

for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

- W.NW.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.7. 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.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message). \ (e.g. express a personal point of view, new interpretation of the concept).
- **21st Century Life & Career Standards**
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g. 1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **Interdisciplinary Content Standards**

- 1.2.12.prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.4.12.acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.
 - 1.5.12.prof.Cr1a: Use multiple approaches to begin creative endeavors.
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

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 (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as

part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEMent offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to examine the rules of fictional worlds and assess how changes to those rules can help or harm the individuals and societies in which they exist, so they can apply those same assessments to their own society's changes and effects.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening

8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that . . .

EU 1

- evolving technologies or abilities often force a redefining of societal jobs, responsibilities, and what it means to be human.

EU 2

- the rules of the world establish the dynamics by which society functions through the use and limitations of technology or magic.

EU 3

- embarking upon journeys to alternate worlds, realities, or time periods often ends with a deeper understanding of self and society.

Essential Questions

- What considerations must be realized when faced with new technology or a world based on different physical laws of reality?

Knowledge

Students will know . . .

EU 1

- technological innovations in different spheres of our society. (W.11-12.7.)
- jobs that have appeared, disappeared, or changed with the onset of technology. (W.11-12.7., SL.11-12.4.)
- unemployment considerations and consequences when taking jobs from humans through the automation of tasks. (SL.11-12.1., SL.11-12.4., RI.11-12.7.)

Skills

Students will be able to . . .

EU 1

- predict where new technologies will impact society. (RL.11-12.3.)
- research and present past inventions influence society and job roles. (W.11-12.7., SL.11-12.4.)
- apply the concept of “uncanny valley” to current inventions and the inventions in the novels. (RL.11-12.3.)
- define “Life” and “Humanity.” (RL.11-12.2., SL.11-12.1., SL.11-12.4.)

- the definition and examples of the “uncanny valley.” (RL.11-12.1., RL.11-12.2.)
- philosophical and religious opinions about the nature of life. (RL.11-12.2., SL.11-12.1., SL.11-12.4.)
- the Laws of Robotics. (Asimov) (W.11-12.7., RI.11-12.7.)

EU 2

- scientific creations and incidents such as The Manhattan Project, Chernobyl, Kudzu, and Leyland Cypress. (W.11-12.7., RI.11-12.7.)
- DNA/Genetic manipulation in today’s society. (W.11-12.7., SL.11-12.1., RI.11-12.7.)
- cloning of human or human body parts. (W.11-12.7., RI.11-12.7.)
- elements of Worldbuilding. (Macro and Micro) (RL.11-12.2., W.11-12.3., SL.11-12.1., RI.11-12.7.)

EU 3

- rules of diplomacy that exist with other countries. (W.11-12.7., SL.11-12.1., SL.11-12.4., RI.11-12.7.)
- fictional rules of engagement and behavior in the novels. (W.11-12.3., SL.11-12.1., SL.11-12.1.)
- considerations of paradox and limitations of time travel. (W.11-12.3., SL.11-12.1., SL.11-12.1., RI.11-12.7.)
- perils of cross contact of species and consequences. (W.11-12.3., SL.11-12.1., SL.11-12.1.)

- compare sub categories of Life and Humanity such as intelligent versus non-intelligent to determine importance and validity. (RL.11-12.2., SL.11-12.1., SL.11-12.4.)

EU 2

- create rules of behavior when dealing with emerging scientific breakthroughs. (W.11-12.7., RI.11-12.7.)
- question and criticize the limitations that are created. (W.11-12.7., RI.11-12.7., SL.11-12.4.)
- identify effects of magic use and discuss how it drives the story and character development. (RL.11-12.2., W.11-12.3., SL.11-12.1., RI.11-12.7.)
- connect historic elements of worldbuilding vs. those of other novels or the real-world. (W.11-12.7., RI.11-12.7., SL.11-12.1)

EU 3

- create directives when dealing with civilizations from other worlds. (W.11-12.3., W.11-12.7., SL.11-12.1)
- infer possible outcomes if directives are not followed. (W.11-12.3., SL.11-12.1., SL.11-12.1., RI.11-12.7.)
- develop punishments to fit crimes if directives are broken. (W.11-12.3., SL.11-12.1., SL.11-12.1., RI.11-12.7.)
- identify systems of government. (W.11-12.7., SL.11-12.1., SL.11-12.4., RI.11-12.7.)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Distinguish elements of novels that build off of technologies being used today. (A, EU 1)
- **Research events where technology created for one reason are used for another.** (A, EU 3)
- **Identify how technology has changed the responsibilities of mankind in today's society.** (M, EU 1, EU 2)
- Infer how rules regarding scientific breakthroughs or breakthroughs save or protect humanity. (M, EU 1, EU 2)
- Identify how the system of magic or technology takes the place of a skill currently in use or demand. (M, EU 2, EU 3)
- **Develop rules to govern behavior in different hypothetical situations such as colonization of a new world, meeting a new race on a different planet, returning back from other worlds, etc.** (T, EU 1, EU 2, EU 3)
- **Predict how the introduction of fully functional robots could change the way the world operates.** (T, EU 1, EU 2, EU 3)
- **Take the rules created by the class governing behavior and justify reasons for the abolishment of certain rules or the creation of amendments where the breaking of a rule is justified.** (T, EU 1, EU 2, EU 3)
- Suggested Activities
 - The United States government has invented a ship that is able to travel to a local star system within the span of a human lifetime. Astronomers have discovered a planet orbiting Alpha Centauri that, as far as they can tell, shares the environmental qualities of Earth and it is therefore possible for humans to inhabit it. Astronomers are sure that the planet harbors some vegetation, but they are unsure whether the vegetation is edible. They have no idea whether there is any sentient life on the planet. As mission commander, create a mission plan for the first visit to this planet--from the weeks prior to the ship leaving Earth to the return of the ship to Earth. Consider goals (both short term and long term), ethical and environmental concerns, as well as any dangers that may arise during the execution of the plan. (T EU 3)
 - Upon waking, it is clear that something has changed, yet what exactly is elusive. After turning on the television, that question is answered. It appears that overnight there was a large flash of light and a bang heard around the world. Since that moment people have reported strange occurrences and it appears that magic has become real. In your own dreams that night a mystical person approached and stated the balance has swung too far towards Science and you are to be the keeper of magic. As the new keeper of magic, consider the macro and micro of worldbuilding and create a glimpse into what that new world looks like by answering at least ten of the Fantasy Worldbuilding Questions: Magic and Magicians by Patricia C. Wede. (T EU 1,2)

- One day, a visitor suddenly appears in your backyard in a strange vehicle. After communicating that he is from the future and that his vehicle is a time machine, he suddenly becomes panicked for an unknown reason and runs away, leaving his time machine behind. As the new owner of the time machine, write a detailed response describing what time period and location would be visited and why. To qualify as a detailed response, healthy attention and description should also be dedicated to what would be done and what wouldn't be done upon arrival. Finally, consider what would be necessary to bring on the journey to ensure a successful return, as well as how you would take steps to prevent any paradoxical situations (i.e., killing your own grandfather). (T EU 3)
- Conversation Starters/Quick Chats (A,M,T EU 1,2,3)
 - In what ways is technology likely to develop in 10 years? 25? 100?
 - How do new technologies or abilities affect the various roles and responsibilities of individuals in a society?
 - How does the blurring of lines that separate man and machine affect how we perceive ourselves?
 - When is a machine entitled to the same rights as a human?
 - Why are human beings afraid of androids and other machines that resemble them closely?
 - What must be considered before taking the jobs of a human and transferring those roles and responsibilities to computers, robots, or other elements of technology?
 - How has the use of science and technology in the past backfired?
 - What can be learned from scientific or technological mistakes so they do not occur again in the future?
 - At what point should new technology and exploration/manipulation of science be curbed or outlawed by society?
 - How do the rules of magic define the society or its people?
 - How do we assess acceptable behavior as the way we interact through technology changes?
 - What considerations must be made when exploring new worlds or new civilizations?
 - What are the ethics of the world's science or magic use?
 - What rules should be developed to protect human explorers and the populace of Earth or the world in question?

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Apocalypse and Rebirth	22 Days
2	Aliens and Creatures	22 Days
3	Rules of the World	22 Days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

- *Legends: Short Novels By The Masters of Modern Fantasy: by Robert Silverberg (Editor), Stephen King (Contributor), Robert Jordan (Contributor), Terry Goodkind (Contributor), Orson Scott Card (Contributor), Anne McCaffrey (Contributor), Raymond E. Feist (Contributor), George R. R. Martin (Contributor), Terry Pratchett (Contributor), Ursula K. Le Guin (Contributor), Tad Williams (Contributor)*
- *Unsouled* by Will Wright
- *The Cold Equations* by Tom Godwin (short story)
- "The Jaunt" by Stephen King (short story)
- *Think Like A Dinosaur* by James Patrick Kelly (short story)
- *Dragonrider* by Anne McCaffrey (short story)
- Films such as: *Star Wars Franchise, Interstellar, Minority Report, Edge of Tomorrow, Transcendence, Tron, Matrix, Lord of the Rings, The Hobbit, Blade Runner, Eternal Sunshine of the Spotless Mind, Martian, Get Out, Nope, Us, Jurassic Park, Robocop, Back to the Future, The Fly, Source Code, Pan's Labyrinth, Brazil,*
- TV Series such as: *Wheel of Time, Rings of Power, Shadow and Bone, Lost in Space, Almost Human, Battlestar*

Galactica, Debris, Raised by Wolves

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.