

AUTHORS' NOTE: The uppercase Others used below refers to aliens and any other creatures covered in class.

Course: Science Fiction, Fantasy, and Horror
Unit #: #2 Others - Aliens and Creatures

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**
 - RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
 - RI.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 concept).
 - 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.

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.
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- **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 explain the fascination and reactions to the unknown through fictional and/or historical connections in order to understand what drives those fascinations.

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

- the tolerance and understanding characters demonstrate during first contact with Others often reflects a society's views on diversity and inclusion.

EU 2

- the traits and motivations of Others--both psychological and physiological--in fiction reflect the cultural values, hopes, and fears of the culture of origin.

EU 3

- interaction between Others and humanity always comes full of possibility, but also the chance for danger and loss.

Essential Questions

- How do the interactions between humanity and Others demonstrate each side's motivations, desires, and fears?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- details of first contact experiences with "the Other"-- whether aliens or real civilizations. (W.11-12.3., SL.11-12.4.)
- definitions of "stereotype", "prejudice", "creature", and "alien." (RI.11-12.2.)
- the Bill of Rights with a detailed look at protections and intended recipients. (RI.11-12.7., SL.11-12.1.)

EU 2

- the scientific theory behind the anatomy of aliens and other unknown creatures. (W.11-12.1., SL.11-12.1.)
- cultural trends and their referents in real or fictional civilizations. (W.11-12.3., SL.11-12.4.)

EU 3

- a definition of assimilation with modern examples and non-examples. (RI.11-12.2.)
- historical examples of assimilation of immigrants into a culture and the reaction of the majority population. (W.11-12.7., RI.11-12.2., SL.11-12.1.)
- voyager 1 mission details. (W.11-12.7., RI.11-12.7.)
- opinions of those in various disciplines regarding hypothetical contact with aliens. (W.11-12.7.,RI.11-12.2., SL.11-12.1.)

EU 1

- research and discuss reasons behind exploration and colonization. (W.11-12.3., SL.11-12.4.)
- research historical context of the U.S. Bill of Rights. (RI.11-12.7., SL.11-12.1.)
- create a Bill of Rights with diversity and tolerance toward all recipients. (RI.11-12.7., SL.11-12.1.)

EU 2

- compare the hypothetical trends concerning the structure/biology of aliens and other creatures from past works to today's works. (W.11-12.1., SL.11-12.1.)
- identify how the planetary environment as well as biological needs might influence anatomy. (W.11-12.3., SL.11-12.4.)
- adapt cultural trends in our culture to a hypothetical alien culture, comparing and contrasting their effects. (W.11-12.7., RI.11-12.2., SL.11-12.1.)

EU 3

- research and present an account of interaction between two different cultures. (W.11-12.7., RI.11-12.2., SL.11-12.1.)
- identify and discuss what information was put into the disks sent on Voyager 1. (W.11-12.7., RI.11-12.7.)
- analyze the information on the disks and construct a reason for the priority of information used. (W.11-12.7., RI.11-12.2., SL.11-12.1.)
- troubleshoot potential controversies on future endeavors to contact alien species. (W.11-12.3., SL.11-12.4.)
- rank importance of information to include on future "disks." (W.11-12.7., 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

- Read primary sources relating the historical context behind the adoption of the U.S. Bill of Rights and create a Venn Diagram comparing this to the circumstances of a civilization that has made first contact with Others. (A, EU 1)
- Research the first Voyager mission and what considerations went into the creation of the information disks. (A, EU 1)
- Evaluate works of alien first contact situations and define the motivations for interaction. (A, EU 2)
- Discuss how the powers inherent to certain creatures could change the power dynamics within a current society and the feelings those changes might evoke. (A, M, EU 2, EU 3)
- Critique the information included on Voyager disks and examine what differences would exist if information from today's society would be included. (M, EU 1)
- Engage in Do Now activities that take current societal views on diversity, tolerance, and prejudice and apply to situations that involve alien interaction, invasion, or aid. (M, EU 2, EU 3)
- Collaborative discussion should be done throughout this unit with an initial modeling of how today's governments operate when working with outside organizations such as NATO. (M, EU1, EU 2, EU 3)
- Create fictional scenarios based on historical exploration and meetings between two cultures to generate possible end results before revealing the true end to cultural meetings. (T, EU 1, EU 2, EU 3)
- Suggested Activities
 - As the head director of S.E.T.I. and part of the Voyager 3 space research team, it is time to create a disc that will be included on the Voyager 3 research ship. This disc is intended to explain humanity and the Earth's location to any aliens who may intercept the craft. When deciding what to include on the disc, consider how to communicate it to a culture that has no familiarity with any human language. Work in a group to write a proposal for the content of the disc for the science team, including all relevant symbols, illustration, and content. Then, create the disc. (T EU 1-3)
 - The aliens have landed after intercepting the Voyager 3 research ship! As lead negotiator for the United States, the government has decided to attempt the first face-to-face contact with aliens. Write an opening speech to the alien

representatives. What is safe to tell them about our culture? What would be good to keep secret? What reasonable expectations can be expected of the aliens if an offering of peace or something else is made? From past discussions on motivations, what offers would be expected to get the best results? Consider examples from fictional first contact stories, as well as the opinions of scientists and others in our culture. (T EU 1-3)

- Thanks to a successful first contact with the aliens, the aliens have decided to stay and assimilate into our culture. As the resident expert on Alien interaction, the government has decided that it is your job to draft an Alien Bill of Rights that will address the ethical and practical issues that will arise as aliens live among us. How should their rights compare to those of humanity? How can we protect ourselves from them? How can we protect the aliens from ourselves? Consider the United States Bill of Rights and other governmental policies and debates about illegal aliens as your draft document. (T EU 1-3)
- Conversation Starters/Quick Chats (A,M,T EU 1,2,3)
 - Are attempts to locate, contact, and prepare for a first encounter with Others worthwhile or even wise?
 - What motivates fictional characters when making first contact with Others to react in a particular way?
 - Why are we simultaneously afraid of and fascinated by making contact with Others?
 - What can we learn about our own prejudices and fears by examining the behaviors of characters as they interact with Others?
 - What kinds of safeguards has our society established to ensure tolerance and legal protection for the minority?
 - How do the motivations for aliens to seek out our planet reflect our own motivations in society?
 - Why do Others take such an interest in humanity?
 - In what ways are the Others similar to our own society?
 - What does government interaction tell us about our society when Others appear?
 - In what ways does the appearance of Others shift the balances that exist in modern day society?
 - What are our initial thoughts and desires in a first contact situation?
 - What are the dangers that come through interaction with extraterrestrials and other creatures?
 - How do we maintain our humanity when faced with aliens, other creatures, and the powers/abilities they possess?
 - How does humanity adapt and grow from learning we are not the only intelligent species with abilities to exist?

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.}

- *They're Made Out of Meat* by Terry Bisson (short story)
- *Impostor* by Philip K. Dick (short story)
- *To Serve Man* by Damon Knight (short story)
- Films such as: *2001: A Space Odyssey, Dune, Starship Troopers, Battleship, Resident Evil, Alien Series, Predator Series, Birdbox, Oblivion, It, The Thing, Pitch Black, The Day the Earth Stood Still, A Quiet Place, E.T. The Extraterrestrial, Arrival, Invasion of the Bodysnatchers, Close Encounters of the Third Kind, Ex Machina, Solaris, Monsters, Avatar, Total Recall, Cloverfield, The Thing, Contact, Cocoon, Jaws*
- TV Series such as: *Firefly, Defiance, Stargate, From, The Witcher, Childhood's End, Grimm, Teen Wolf, Train to Busan, The X-Files, The Outer Limits, The Twilight Zone, Alfred Hitchcock Presents, Star Trek, Battlestar Gallactica, Andor, Stranger Things, ALF*

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.