**Unit Plan:** Science or Fiction

**Length of Unit:** 4 weeks

**Grade Level:** 7th

**Teacher:** Mrs. Stock

**Summary:** This unit examines the genre of science fiction and related science. Like other genres studied to date, science fiction examines humanity, but often approaches characters and experiences in a futuristic context. Science fiction involves the imagining of ideas and technologies that haven’t yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational texts about science and astronomy. Student discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students’ choice of writing an informative/explanatory essay in response to the essential questions: What makes science fiction?

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  **L.7.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Compare and contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre. * Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read. * Compare and contrast the ways in which two authors present information on the same topic (e.g., astronomy in *Beyond Jupiter* and *Summer Stargazing*). * Conduct research on an astronaut or science fiction author of choice and present findings to the class in a multimedia format. * Write a science fiction story | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * What makes science fiction believable? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe