



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Science Fiction – Fact or Fantasy?			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 x	A	B x	C	D

Instructional Focus:

Reading –

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Basic Concepts and Knowledge –

Students develop an understanding of scientific concepts using facts, theories, principles, and models.

Habits of Mind –

Students develop habits of mind including curiosity, open-mindedness and persistence.

Science in Personal and Social Perspectives –

Students apply scientific principles to personal and social issues.

Science and Technology –

Students develop skills in using technology and recognize the relationship between technology and science, including its potential and limits.

Performance Task

1. Discuss with students that science fiction is a cross between science and creative writing. Many of these stories are based in fact but have components that are imaginary or have not come true yet. In many instances events or technologies that were only fantasy at the time the author wrote the story have become actual scientific events.
2. Have students read at least 3 short science fiction stories or one novel and then summarize them in a 2 – 3 page report. Have them write a science fiction story of their own that has something to do with some fantasy that could come true in the future. The topic should incorporate some aspect of technology. It should be at least 3 pages typed.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Identify, collect and/or select pertinent information while reading. (ela 5)

Assess the validity and accuracy of an informational selection. (ela 18)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

ICLE Essential Skills continued...

Understand the personal, social, cultural and historical significance of a text. (ela 23)
Apply reading skills while reading textbooks in courses other than English. (ela 26)
Use writing as a way of expressing personal creativity. (ela 31)
Understand their importance of accuracy in final drafts. (ela 33)
Apply, extend, and expand on information while reading. (ela 46)
Use expository writing skills in subjects other than English language arts. (ela 58)
Participate in formal and informal book talks with teachers, fellow students and other groups. (ela 75)
Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures. (sci 114 N/R)
Understand the impact upon society and the environment of scientific and technological discoveries and the contributions of scientists. Understand how society may accept or reject scientific discoveries based upon need or refusal to change. (sci 116 N/R)

Scoring Guide:

See attachment: Science Fiction Fact or Fantasy Scoring Rubric.

Keywords

English Language Arts	Mathematics	Science
Reading Book talks Comprehension Independent reading	Algebra	Earth Science
Writing Creative writing Mechanics Grammar Word processing Vocabulary	Geometry	Life Science Scientific inquiry Technology
Communications Discussion Listening Literature Fiction	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Science Fiction Fact or Fantasy Scoring Rubric

	Below (1)	Almost Meets (2)	Meets (3)
Autobiographical Short Story	<ul style="list-style-type: none"> ▪ Narrative that lacks clarity in plot line, conflict, action and climax ▪ One or no character ▪ No narrative strategies 	<ul style="list-style-type: none"> ▪ Narrative that develops plot line but may lack details about conflict, action, and climax ▪ May have only 1 or 2 characters ▪ Few narrative strategies 	<ul style="list-style-type: none"> ▪ Narrative that develops a standard plot line ▪ Develops complex major and minor characters ▪ Definite setting ▪ Uses a range of appropriate strategies
Organization and Focus	<ul style="list-style-type: none"> ▪ Organized structure that is unclear and confusing 	<ul style="list-style-type: none"> ▪ Organized structure that is clear but lacks transitions/examples ▪ No voice present 	<ul style="list-style-type: none"> ▪ Creates an organized structure covering all aspects of composition ▪ Uses an active voice
Language Conventions	<ul style="list-style-type: none"> ▪ Very little concepts of grammar ▪ No subject-verb agreement ▪ Little use of conventional spelling 	<ul style="list-style-type: none"> ▪ Attempts to use simple compounds and complex sentences ▪ Subject-verb agreement is unclear ▪ Capitals and punctuation is not used correctly ▪ Words are often misspelled ▪ Does not use semi-colon/commas correctly 	<ul style="list-style-type: none"> ▪ Uses all elements of mechanics correctly ▪ Uses hyphens, dash brackets, semi-colons correctly, ▪ Uses capitalization and punctuation correctly ▪ Spells words correctly