**Science Fiction/Fantasy English IV**

**Learning Guide**

**Unit #4:**

***Ender’s Game***

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| **SELF-ASSESSMENT** | | |  | **Use these to score yourself:** | |
| **Student** | **Teacher** | **Learning Targets** |  | **4** | I understand it, I can do it, and I can comfortably explain it to another learner. |
|  |  | I can determine 2 or more themes in *Ender’s Game*, and explain how they interact and build on one another. RL.12.2 |  | **3** | I am confident that I understand it and think I can use it in my learning. |
|  |  | I can determine the point of view of Orson Scott Card in his introduction to the book, and analyze how his style and content contribute to the power of what he wrote. RI.12.6 |  | **2** | I am not quite there yet. I still have questions, and I need help figuring them out. |
|  |  | I can integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems. SL.12.2 |  | **1** | I need a lot of help, and I am confused about what I am supposed to do. |
|  |  | I can read and comprehend *Ender’s Game* independently and proficiently. RL.12.10 |  |  | |
|  |  | I can participate effectively in collaborative discussions with diverse partners*,* building on others’ ideas and expressing my own clearly and persuasively. SL.12.1 | | | |
|  |  | I can cite strong and thorough textual evidence to support analysis of characters in the text. RL.12.1 | | | |
|  |  | I can determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.12.4 | | | |

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| **KEY VOCABULARY** | **Definition** | **Example** | **Expression** |
| potential |  |  |  |
| ambition |  |  |  |
| isolation |  |  |  |
| manipulation |  |  |  |
| conspiracy |  |  |  |
| guilt |  |  |  |
| achievement |  |  |  |
| autonomy |  |  |  |
| self-esteem |  |  |  |
| atonement |  |  |  |
| confession |  |  |  |
| redemption |  |  |  |
| **ASSESSMENT CRITERIA** | | | | |
| Completed paragraph responses to prompts | | | | |
| Quizzes determining comprehension on a literal, interpretive, and applied level | | | | |
| Pre-reading simulation activity (UEG) | | | | |
| Create a fictional Unified Earth Government in teams | | | | |
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