

Course Title: a-g Science Fiction Literature 1

Transcript Title /Abbreviation:

a-g Science Fiction Lit 1A 1E21010

a-g Science Fiction Lit 1B 1E21011

Seeking "Honors" Distinction: No**Subject Area:** English**Category:** English**Grade Level for which this course has been designed:** 9th and 10th**Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)**Is this course classified as a Career Technical Education:** No

Brief Course Description

The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

Pre-Requisites Co-Requisites

Context for Course (optional)

History of Course Development (optional)

Textbooks

Textbook 1**Title:** Fahrenheit 451**Edition:** Reprint**Publication Date:** 1/10/2012**Publisher:** Simon & Schuster**Author(s):** Ray Bradbury**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

Textbook 2

Title: I, Robot

Edition: Reprint

Publication Date: 4/29/2008

Publisher: Random House Publishing Group

Author(s): Isaac Asimov

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Textbook 3

Title: The Left Hand of Darkness

Edition: Reprint

Publication Date: 3/28/1987

Publisher: Penguin Group (USA) Incorporated

Author(s): Ursula Le Guin

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Textbook 4

Title: The Time Machine

Edition: Reprint

Publication Date: 4/28/1988

Publisher: Penguin Group (USA) Incorporated

Author(s): H. G. Wells

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Textbook 5

Title: Frankenstein

Edition: Reprint

Publication Date: 5/6/2003

Publisher: Penguin Group (USA) Incorporated

Author(s): Mary Shelley

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Textbook 6

Title: Brave New World

Edition: Reprint

Publication Date: 10/17/2006

Publisher: HarperCollins Publishers

Author(s): Aldous Huxley

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Textbook 7

Title: The War of the Worlds

Edition: Reprint

Publication Date: 6/13/2005

Publisher: Doherty, Tom Associates, LLC

Author(s): H. G. Wells

URL Resource:

Usage: Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Short Stories:

"The Chronic Argonauts" (1895) by H.G. Wells

"A Sound of Thunder" (1952) by Ray Bradbury

"A Little Something For Us Tempunauts" (1975) by Philip K. Dick

"All Summer in a Day" by Ray Bradbury

Additional meticulously selected short stories, poems, speeches, and video clips will also be used to supplement various assignments.

Course Purpose

The Science Fiction Literature 1 course for 9th and 10th grade students at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Science Fiction authors by a rigorous study of various representative pieces from not only American Science Fiction Literature, but British Science Fiction Literature as well. The class will analyze selected works, identifying universal themes, with emphasis on the standards, dystopia in government structures, and the relationship between and among elements in literature that document humanity and human development. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics,

and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

Course Goals and/or Major Student Outcomes

1. Demonstrate clear and coherent written and oral communication within a wide range of styles.
2. Demonstrate the ability to read and comprehend a wide range of fiction and non-fiction grade appropriate materials.
3. Demonstrate the capability to solve problems and think critically by effectively completing challenging projects and assignments.
4. Demonstrate an understanding of the complexities of many forms of government and many different societal concerns as represented in Science Fiction Literature.

Course Standards according to Common Core State Standards Initiative

1. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
2. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
4. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
5. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
7. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Course Outline

Key Assignments: Students will be required to submit various assignments relative to the novel, society, and concepts being studied. During the first semester students will be required to present an essay that reflects a detailed examination of the plot of the selected science fiction novel(s). Students will also complete a reflective journal, drawing connections between the literature,

literary devices, and the authors live experiences. During the second semester students will be required to submit a response to literature on the thematic connection between American Science Fiction and British Science Fiction. In addition, students will be required to research paper on a government structure that connects to a novel. Next, the student will be required to radio broadcast representing a society in the novels. Students will be required to assume the identity of the selected character while performing radio broadcast. Finally students will be required to deliver a written interpretation on the theme of a short story, incorporating textual evidence to support their argument. Students must also use the MLA style of notation to support any evidence presented. Students will be required to write a fiction piece representing the concept of the evolution of humanity and human existence as explained by the Science Fiction novels and short stories. Also, students will keep a portfolio of their work and submit it as their final writing project at the end of semester two.

Semester One American and Russian American Science Fiction Objectives:

Reading: Students will produce written and oral critical analysis of major literary works of various forms (short story and novel), analyzing the concerns of humanity and the development of the human race. Literature will include Science Fiction novels, short stories and science fiction selections from journals and newspapers, and include various movies relative to the time frame. Literature that will be covered will include: Ray Bradbury, Fahrenheit 451, Isaac Asimov, I, Robot, and Ursula Le Guin's The Left Hand of Darkness (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5).

Writing: Emphasis is placed on writing assignments in research and analytical genre. Each essay will be 5-7 pages in length. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project.?? (W.9- 10.1, W.9-10.2, W.9-10.5)

Language lessons: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics.

Vocabulary lessons: Emphasis in on vocabulary from literature and the SAT word list.

Method/ActivitiesLecture, response journal, rubric scored essays, readings and analysis, student teacher conferencing, use of computers, pair-share, and film clips.

Key Assignment:Students will write several essays. In one essay students will have to do a 5-7 page respond to literature essay and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society.

In the second 5-7 page essay students will persuade the audience on the fate of a character. Students must rewrite the final act of a play using the persuasive essay. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments.

Semester 2 British Science Fiction

Reading: Students will produce written analysis of major literary works of Science Fiction from British literature representing human development and concern with government control. Literature will

include selected poems and short stories from British Science Fiction authors including: H. G. Wells, *The Time Machine & The War of the Worlds*, Mary Shelley's *Frankenstein*, and Aldous Huxley's *Brave New World*. Reading Standards: (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5).

Writing: Students will write a 5-7 page response to literature on the thematic connection between American Science Fiction and British Science Fiction. In addition, students will be required to do a 7-10 page research paper on a government structure that connects to a novel. Writing Standards: (W.9-10.1, W.9-10.2, W.9-10.5)

Language lessons: Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics

Vocabulary lessons: Emphasis in on vocabulary from literature and the SAT word list

Method/Activities: Lecture, discussion, response journal, rubric scored essays, group readings, student-teacher conferencing, essays, in class sharing, film clips.

Key Assignment: Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students understanding of the writing process

Comprehensive Final Examination: A comprehensive final examination of semester one will be given at the end of the semester. The exam will include: multiple choice, short answer, and essay questions.

Key Assignments

Key Assignments: Students will be required to submit various assignments relative to the novel, society, and concepts being studied. During the first semester students will be required to present an essay that reflects a detailed examination of the plot of the selected science fiction novel(s). Students will also complete a reflective journal, drawing connections between the literature, literary devices, and the authors live experiences. During the second semester students will be required to submit a response to literature on the thematic connection between American Science Fiction and British Science Fiction. In addition, students will be required to research paper on a government structure that connects to a novel. Next, the student will be required to radio broadcast representing a society in the novels. Students will be required to assume the identity of the selected character while performing radio broadcast. Finally, students will be required to deliver a written interpretation on the theme of a short story, incorporating textual evidence to support their argument. Students must also use the MLA style of notation to support any evidence presented. Students will be required to write a fiction piece representing the concept of the evolution of humanity and human existence as explained by the Science Fiction novels and short stories. Also, students will keep a portfolio of their work and submit it as their final writing project at the end of semester two. Students will write several essays. In one essay students will have to do a 5-7 page respond to literature essay and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second 5-7 page essay students will persuade the audience on the fate of a character. Students must rewrite the final act of a play using the persuasive essay. The writing process will be employed for all writing assignments. Students will

apply relative vocabulary to writing assignments.

Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence of students' understanding of the writing process.

In summary, there will be four formal writing pieces and an ongoing writing project kept as a portfolio that contains short answer responses to various topics throughout the course. These are:

#1 - 5-7 page essay - respond to literature essay and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society.

#2 - 5-7 page essay students will persuade the audience on the fate of a character. Students must rewrite the final act of a play using the persuasive essay.

#3 - 5-7 page response to literature on the thematic connection between American Science Fiction and British Science Fiction.

#4 - 7-10 page research paper on a government structure that connects to a novel.

#5 - Writing Project: Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence students' understanding of the writing process Instructional Methods and/or Strategies

1. Lecture: Teacher will highlight important literary concepts as they relate to class material as well as cover the necessary state standards.
2. Discussions: Students will be required to study class material and engage in meaningful and well thought discussions. Students will be required to discuss, debate, and create original thought while using material from the class to support their ideas.
3. Collaborative Learning: Students and teacher will work together to solve problems and come to conclusions regarding novel study.?? Through collaborative learning students will be responsible to not only learn the material, but also to help their classmates learn the material as well.
4. Class Projects (independent, peer, group): Students will engage in assignments that require multi-stage directions and require the student to monitor their progress as the progress through the stages of an assignment. Class projects will ask students to approach curriculum from several different directions, using many learning styles.
5. Peer Response: Through the peer edit process, students will provide each other with meaningful feedback regarding class essays and assignments.

6. Oral Presentation/Speaking: Students will be asked to present their ideas about class material orally to the class.
7. Journals: Journal prompts, done during each class period, will ask students to reflect on subject matter as well as explore their feelings about issues in history and how those issues affect their lives today.
8. Portfolios: Portfolios will allow students to reflect on the work they've done. They will also allow students to see what progress they have made throughout the course of a school year

Assessment Methods and/or Tools

1. Homework
2. Quizzes/ Tests
3. Essays/ Writing prompts -Persuasive Essays -Analytical Essays -Character Analysis -Narratives -Literary Analysis -Research
4. Projects
5. Attendance/ class participation
6. Final exam

Reading

Students will produce written and oral critical analysis of major literary works of various forms (short story and novel), analyzing the concerns of humanity and the development of the human race. Literature will include Science Fiction novels, short stories and science fiction selections from journals and newspapers, and include various movies relative to the time frame. Literature that will be covered will include: Ray Bradbury, Fahrenheit 451 , Isaac Asimov, I, Robot, and Ursula Le Guins The Left Hand of Darkness?? (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5).

Reading: Students will produce written analysis of major literary works of Science Fiction from British literature representing human development and concern with government control. Literature will include selected poems and short stories from British Science Fiction authors including: H. G. Wells, The Time Machine & The War of the Worlds, Mary Shelley's Frankenstein, and Aldous Huxley's Brave New World. Reading Standards: (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5).

Writing

Emphasis is placed on writing assignments in research and analytical genre. Each essay will be 5-7 pages in length. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. (W.9-10.1, W.9-10.2, W.9-10.5) Students will write several essays. In one essay students will have to do a 5-7 page respond to literature essay and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second 5-7 page essay students will persuade the audience on the fate of a character. Students must rewrite the final act of a play using the persuasive essay. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments. Students will write a 5-7 page response to literature on the thematic connection between American Science Fiction and British Science Fiction. In addition, students will be required to

do a 7-10 page research paper on a government structure that connects to a novel. Writing Standards: (W.9-10.1, W.9-10.2, W.9-10.5) Students will complete a writing portfolio containing essay examples of fictional, autobiographical, biographical narrative, persuasive and analytical response to literature genres. Each writing piece will show evidence of the students understanding of the writing process.

Listening and Speaking

Students will be provided opportunities to develop critical listening skills in large and small groups. They will be expected to provide key points and illustrative examples for their ideas as well as being respectful to opposing views. Students will be provided these opportunities through: Lecture and class discussions the teacher will highlight important literary concepts as they relate to class material, students will be required to study class material and engage and meaningful and well thought discussions. Students will be required to discuss, debate in small group and large group settings, and create original thought while using material from the class to support their ideas.

Collaborative Learning: Students and teacher will work together to solve problems and come to conclusions regarding novel study. Through collaborative learning students will work as teams to discuss concepts and will be responsible to not only learn the material, but also to help their classmates learn the material as well.

Peer Response: Through the peer edit process, students will provide each other with meaningful feedback regarding class essays and assignments.

Oral Presentation/Speaking: Students will be asked to present their ideas about class material orally to the class.