

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Critical Science Fiction and the Future</div> <ul style="list-style-type: none"> <li>• New</li> <li>• Revised</li> </ul>	<b>Subject Area:</b> <ul style="list-style-type: none"> <li>• Social Science</li> <li>• English</li> <li>• Mathematics</li> <li>• Laboratory Science</li> <li>• World Languages</li> <li>• Visual or Performing Arts</li> <li>• College Prep Elective</li> <li>• Other</li> </ul>	<b>Grade Level</b> <ul style="list-style-type: none"> <li>MS</li> <li>HS</li> <li>5</li> <li>6</li> <li>7</li> <li>8</li> <li>9</li> <li>10</li> <li>• 11</li> <li>• 12</li> </ul>
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Single Subject: English</div> <p style="text-align: center; color: red; font-weight: bold; margin: 0;">To be completed by Human Resources only.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spide Stoltan 4/29/22</div> <div style="text-align: right; margin-right: 10px;">Date</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="margin-bottom: 5px;">Signature</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">9112</div> <div style="margin-bottom: 5px;">CaIPADS CODE</div> </div>	
<b>Meets UC/CSU Requirements?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> (Will be verified by Ed Services)	<b>Meets "Honors" Requirements?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	
<b>Meets "AP" Requirements?</b> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<b>Unit Value/Length of Course:</b> <ul style="list-style-type: none"> <li>• 0.5 (half year or semester equivalent)</li> <li>• 1.0 (one year equivalent)</li> <li>• 2.0 (two year equivalent)</li> <li>• Other:</li> </ul>	
<b>Submitted by: Brian Payne</b> <b>Site: Paloma Valley</b> <b>Date: Friday March 25, 2022</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		4/29/22
Asst. Superintendent of Educational Services		4/29/22
Governing Board		

**Prerequisite(s) (REQUIRED):**

Demonstrate successful completion of 10<sup>th</sup> Grade Level English course or equivalent with a grade of C or better.

**Corequisite(s) (REQUIRED):**

None

**Brief Course Description (REQUIRED):**

**This course is designed to explore the genre of science fiction as it has evolved as a literary format over the last 100 years. By doing so, students will be able to connect with fears which are deeply intertwined with technology as they have been expressed in the past and will continue to be expressed in the future. Technology possesses a unique place in society and culture and this tenuous grip is often shown through the minds of authors who observe new technologies and how they become intermixed with and shaped by human nature, desire, and action. This course asks students to focus on the periods of tension and strife in western civilizations from the 1900s through the early 2000s. Using world events and new technologies to explore the fears which drove change and defined the people's perception of the future. Students will be reading and analyzing several science fiction stories as well as films and other non-fiction documents of the time in order to compare the events and predictions in these fictional sources to their own (students') lives and experiences as well as to the historical context of the times the texts were written.**

**B. COURSE CONTENT****Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

**Technology is the growing center of how students come to understand the world and of their emerging place in society. Social media platforms and internet groups are the hub of their developing socio-emotional connections. Using the evolution of modern technology and focusing on the impact technology has had on people and society, this course will provide an anchor for participation in classical literary analysis. Throughout this course students will not only be performing classic reading tasks, but will also be constructing a sequential comparison of the authorship of the required readings through the major historical events and the emergence of new technologies over the last 100 years. The goal is to foster not only lifelong readers, but adults who ask critical questions of evolving societies. Using science fiction as a tool to address social fear, students should leave the course ready to take on analysis of not only classic literature, but also the information they receive in their everyday adult lives. Successful completion of this course is an excellent complement and bridge to the skills taught in 11 and 12 level English courses as well as upper level social science courses. Additionally, the inclusion of scientific terminology in open discussions and interpersonal analysis will create stronger, and more active academic vocabularies for students who successfully complete the course.**

To successfully complete the course, students must be able to properly use a timeline of events to analyze the themes, settings, social commentary, and design of a narrative work. Students will be able to identify the socioemotional influence of technology on their own lives through comparison with works and events of the past. Students will also be able to apply their experience in the course to the creation of a short fiction. The course objective is to provide students with experience in literary analysis while also providing scaffolded tasks throughout the year directing student practice and experience towards the culminating task of creating their own short narrative. Students will be able to use this narrative to create commentary based on modern cultural fears which drive the understanding of their human nature alongside technology.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

I. Unit 1: Turn of the 20<sup>th</sup> Century – 1900s Pre WW1

A. Essential Questions

1. Why is pre-WWI science fiction different from that which came after? What drove popular fictional narratives?
2. What life limiting or social problems were people/the public focused on before, during, and after the war?
3. How did the technologies of the early 1900s differ from the previous 50 years and how did people's daily lives change because of these new technologies?

B. History Topics

1. World's fair in 1900 and 1904
2. Smallpox
3. Queen Victoria
4. Wright Brothers
5. Ford

C. Technology Topics

1. Morse Code
2. Radio
3. Electric Appliances
4. Flight
5. Cars
6. Fingerprints
7. Radar
8. Air Conditioning
9. Machine Gun

II. Unit 2: Between the Great World Wars

A. Essential Questions

1. How did the end of WWI influence the views of the world/people on the immediate future?
2. How did prohibition and the rise of moralism after WWI influence the people of the time?
3. How did political tensions before WWII present themselves in literature of the time?
4. How does science fiction as a genre capture political tensions differently than other famous literature of the era?
5. How does the emergence of new technology of the era effect the perception of war as a political goal and the perception of private citizens role in nationalism?
6. Is there a social difference between the moralistic perception of vice and the moralistic

perception of war reflected in the literature of the time?

B. History Topics

1. Great Depression
2. Dust Bowl
3. Prohibition
4. Labor Unions
5. Women's Suffrage
6. Invasion of Poland
7. Post WWI Political Tensions

C. Technology Topics

1. Jets
2. Talkies
3. Television
4. Home Appliances
5. Art Deco Futurism
6. Color Movies
7. Rocket Engines
8. Empire State Building
9. Discovery of Pluto

III. Unit 3: Atomics, Cameras, and Spies Change the World

A. Essential Questions

1. How did the development and use of atomic weapons change the perception of war and future technologies?
2. How did the return of soldiers from the war change perceptions of home, community, and family? How were those changes felt and recorded by authors?
3. How did the Cold War tensions change how Americans viewed nationalism, patriotism, and outsiders?
4. How did the development of camera, microphone, and film technologies change the way that people felt observed by others? How have attitudes changed in regards to being spied on with the development of the various tracking technologies we have now?

B. History Topics

1. Events and Ending of WWII
2. Cold War
3. McCarthyism
4. Post-War Nuclear Family
5. Suburbs and Housing

C. Technology Topics

1. Atomic Bombs
2. Atomic Power
3. First Computers
4. Television and Home Technologies
5. Microphones and cameras

IV. Unit 4: Height of the Cold War

A. Essential Questions

1. How did the post-war counter-culture influence writing of the time? Does it parallel with the change seen in music and entertainment?
2. How did duty and nationalism and the perception of morality clash during the Cold War?
3. How did the civil rights movement interplay with the post-war counterculture and the perception of a future America?
4. How did the space-race change the public perception of technology and the purpose of technology in society?

B. History Topics

1. Economic Collapse
2. Space Race
3. Counter-Culture
4. Cold War
5. Civil Rights and Racial Tension
6. Baby-Boomers and Overpopulation
7. Media

C. Technology Topics

1. Microchips
2. Modems
3. ICBMs
4. Ivy-Mike
5. Space Telescopes

V. Unit 5: Moon Landing Changed the World of Technology and Entertainment

A. Essential Questions

1. How did the advances in space travel and computing change the public perception of future technologies and the future of world culture?
2. How did the emergence of genetic technologies change the view of medicine and the sanctity of life?
3. How does society view itself during this time in history? Have the moral dilemmas presented over the last 75 years been resolved?
4. What are the major changes in pop-culture perception of the future between the previous 75 years and the time of focus for the unit.
5. Did the expansion of the middle-class lifestyle and economic success change the influence and reach of popular culture, media, and entertainment? Does this apply to the perception of technology's influence on society?

B. History Topics

1. Cable T.V.
2. Entertainment Industry Boom
3. EPA Established
4. Nuclear Forces Discovered

C. Technology Topics

1. Internet
2. Personal Computers
3. Gene Manipulation
4. Human Genome Project

- 5.Video Games
- 6.Cell Phones
- 7.Lasers

VI. Unit 6: The Century Turns Again – Beyond 2000

A. Essential Questions

- 1.How does the development of party culture and designer drugs, as well as the resulting war on drugs change popular culture?
- 2.What themes are shifted, changed, or eliminated in popular science fiction stories at the turn of the century when compared the previous 25 years?
- 3.What is the genre “Strange Fiction” and how is it related to science fiction and other genres?
- 4.What themes dominate the public consciousness when it comes to the view of the future and technology?

B. History Topics

- 1. 9/11
- 2.Housing Boom and Crash
- 3.Recession
- 4.Drug Culture Shifts

C. Technology Topics

- 1.GMO’s
- 2.Cell Phones
- 3.Internet
- 4.Global Warming
- 5.International Space Station
- 6.Designer Drugs
- 7.MMO’s

VII. Unit 7: Here and Now: 2015 and Beyond

A. Essential Questions

- 1.What trends and themes are currently popular with science fiction as a genre? What are the most famous titles in the last 10 years?
- 2.What changes in technology have impacted your personal life?
- 3.What social problems or anxieties do you feel most connected to?
- 4.How has science fiction influenced the development of new technology over the last century? Is it a positive or negative feedback loop/structure?
- 5.What will be the themes written about in sci-fi for the next 10 years?

B. History Topics

- 1.Housing Crisis
- 2.Homelessness
- 3.Political Divisions
- 4.End of shuttle Missions
- 5.COVID-19
- 6.Global Tensions

C. Technology Topics

- 1.Private Aerospace
- 2. Digital Currencies

- 3. Evolution of Microchips
- 4. Social Media
- 5. Smartphones

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

- Comparative Essay – *1984* and *The Last Enemy*
  - Students will develop a thesis regarding the post-WWII social climate as depicted in both required novels and support their opinion with evidence from historical sources as well as with their personal analysis of the authors' themes in the relative works.
  - Analysis will focus on how world events and technology coincided with the authoring of both texts and students will select and support with evidence events and technologies which they believed influenced the authors.
- Developing and Understanding Propaganda – *1984* and *The Last Enemy*
  - After reading H. Beam Piper's *The Last Enemy* students will explore the historical causes of the Cold War and experience propaganda, pop culture entertainment, and political cartoons of the time period. Students will then be asked in groups to write, direct, and film a pseudo-propaganda commercial of between 30 seconds and 1 minute long in support of or opposing one of the factions presented in H. Beam Piper's *The Last Enemy* supporting their expressed views with specific examples from the text. A selection of student created commercials will be shown to the class and students will provide a written response in which they compare student created films with films of the time period.
  - Analysis will focus on the delivery of ideas and how the method of delivery can influence or direct the emotions of the viewers.
- Creative Writing – The Extra Chapter
  - Students will be tasked with writing an additional short chapter to one of the narratives that continues or resolves the story. Their goal is to mimic the writing style of the author and create a credible addition that matches the themes of the narrative of their choice.
  - Analysis will focus on the development of tone and syntax and how authors use those tools to elicit specific emotional reactions from readers.
- Personal Narrative
  - Students will self-reflect on the aspects of technology and cultural strife which create fear or anxiety in regards to their personal view of the future. Using this self-reflection as a base, students will be tasked with developing their own short narrative from between 1,000 and 5,000 words with the specific goal of commenting on and/or highlighting modern social fears using some or all the following: narrative tools and structures, character personalities, narrative events, settings and locations, imagery, and dialogue. Students will also write an appendix to their work where they describe their own purpose and statement in its creation.
  - Analysis will focus on the creation of descriptive texts and influence of technology on human nature.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

<b>Textbook #1</b>	
Title: <i>The Machine Stops</i>	Edition:
Author: E. M. Forster	ISBN 13: 9780141195988
Publisher: Penguin Classics	Publication Date: 2011
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #2</b>	
Title: <i>The Scarlet Plague</i>	Edition:
Author: Jack London	ISBN: 9781948132732
Publisher: SeaWolf Press	Publication Date: 2018
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #3</b>	
Title: <i>City of Endless Night</i>	Edition:
Author: Milo M. Hastings	ISBN: 9789388370134
Publisher: Lector House	Publication Date: 2019
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #4</b>	
Title: <i>Brave New World</i>	Edition:
Author: Aldous Huxley	ISBN: 978-0060850524
Publisher: HC	Publication Date: 2006
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #5</b>	
Title: <i>Nightfall</i>	Edition:



Author: Isaac Asimov	ISBN: 9780593357460
Publisher: Del Rey	Publication Date: 2021
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #6</b>	
Title: 1984	Edition:
Author: George Orwell	ISBN-13: 978-0451524935
Publisher: Signet Classics	Publication Date: 1961
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #7</b>	
Title: The Last Enemy	Edition:
Author: H. Beam Piper	ISBN 13: 9781603120845
Publisher: Aegypan	Publication Date: 2007
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #8</b>	
Title: Fahrenheit 451	Edition:
Author: Ray Bradbury	ISBN-13: 978-1451673319
Publisher: Simon & Schuster	Publication Date: 2013
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #9</b>	
Title: Dune	Edition:
Author: Frank Herbert	ISBN: 9780441172719
Publisher: ACE	Publication Date: 1990
Usage:	

<ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #10</b>	
Title: Make Room, Make Room!	Edition:
Author: Harry Harrison	ISBN: 9780765318855
Publisher: Orb Books	Publication Date: 2008
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #11</b>	
Title: The Moon is a Harsh Mistress	Edition:
Author: Robert Heinlein	ISBN 13: 9780312863555
Publisher: Orb Books	Publication Date: 1997
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #12</b>	
Title: Neuromancer	Edition:
Author: William Gibson	ISBN: 9780441569595
Publisher: ACE	Publication Date: 1984
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #13</b>	
Title: Jurassic Park	Edition:
Author: Michael Crichton	ISBN-13: 978-0345538987
Publisher: BALLA	Publication Date: 2012
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	
<b>Textbook #14</b>	

Title: Starship Troopers	Edition:
Author: Robert Heinlein	ISBN: 9780441783588
Publisher: ACE	Publication Date: 1987
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	

### Textbook #15

Title: Veniss Underground	Edition:
Author: Jeff VanderMeer	ISBN: 9780553383560
Publisher: Random House	Publication Date: 2005
Usage: <ul style="list-style-type: none"> <li>• Primary Text</li> <li>• Read in entirety or near</li> </ul>	

### Supplemental Instructional Materials *Please include online, and open source resources if any.*

<https://librivox.org/> (Library of Public Domain Audiobooks and Texts)

<https://www.gutenberg.org/> (Library of Public Domain Texts)

### -ALTERNATE INSTRUCTIONAL MATERIALS-NOT REQUIRED-

*Lord of the World* by Robert Hugh Benson  
*Voyage to Arcturus* by David Lindsay  
*The World Set Free* by H. G. Wells  
*Shape of Things to Come* by H.G. Wells  
*Microcosmic God* by Theodore Sturgeon  
*I, Robot* by Isaac Asimov  
*Foundation* by Isaac Asimov  
*Methuselah's Children* by Robert A. Heinlein  
*Flowers for Algernon* by Daniel Keyes  
*Eight O'Clock in the Morning* by Ray Nelson  
*The Illustrated Man* by Ray Bradbury  
*Stranger in a Strange Land* by Robert Heinlein  
*A Clockwork Orange* by Anthony Burgess  
*Sirens of Titan* by Kurt Vonnegut  
*A Canticle for Leibowitz* by Walter M. Miller Jr.  
*Farnhams Freehold* by Robert Heinlein  
*Lord of Light* by Roger Zelany  
*Do Androids Dream of Electric Sheep* by Philip K. Dick  
*Slaughterhouse 5* by Kurt Vonnegut  
*Left Hand of Darkness* by Ursula K. Le Guin  
*The Long Walk* by Stephen King

*The Forever War* by Joe Haldeman  
*Consider Phlebas* by Ian M. Banks  
*The Handmaid's Tale* by Margret Atwood  
*Dhalgren* by Samuel R. Delany  
*Perdido Street Station* by China Mieville  
*Prey* by Michael Crichton  
*Revelation Space* by Alastair Reynolds  
*Probability Moon* by Nancy Kress  
*Altered Carbon* by Richard Morgan  
*Leviathan Wakes* by James S.A. Corey

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$3970.40	Description of Additional Costs:
Additional costs: \$	
<b>Total cost per class set of instructional materials:</b>	\$3893.26

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

**Assessment: Summative for Unit (Key Assignment Unit 1)**

- Creative Writing – Storybook Summary.
  - Students will choose one of the works from this unit to create a children’s storybook style summary of the main themes and events of the story.

**Assessment: Summative for Unit (Key Assignment Unit 2)**

- Creative Writing – Slippery Slope Narratives
  - Students will create and share their own short narrative depicting a slippery slope style fall using a current and popular cultural or technological trend they are familiar with.

**Assessment: Summative for Unit (Key Assignment Unit 3)**

- Comparative Essay – *1984* and *The Last Enemy*
  - Students will develop a thesis regarding the post-WWII social climate as depicted in both required novels and support their opinion with evidence from historical sources as well as with their personal analysis of the authors’ themes in the relative works.

**Assessment: Summative for Unit (Key Assignment Unit 4)**

- Creative Writing – The Extra Chapter
  - Students will be tasked with writing an additional short chapter to one of the narratives that continues or resolves the story. Their goal is to mimic the writing style of the author and create a credible addition that matches the themes of the narrative of their choice.

**Assessment: Summative for Unit (Key Assignment Unit 5)**

- Artistic Theme Summary
  - Students will be asked to form groups and recreate and film a scene of their choice from one of the novels or excerpts provided so far in the course this year. Students will create a short scene between 5 – 10 minutes which depicts a theme or concept important to the narrative and sociopolitical commentary presented by the original work. Students will be encouraged to provide a student designed, original movie poster for this assignment. After re-enacting their scene, the group will provide an on-camera explanation and evidence supported analysis for their choice.

**Assessment: Summative for Unit (Key Assignment Unit 6)**

- Fitting Sound to Theme
  - Students will be asked to review all the reading assignments from the year and, after choosing a passage from one of them or a science fiction narrative of their own choosing, create a custom soundtrack with which they will perform a dramatic reading of their chosen passage. Students must utilize their understanding of theme and author’s intended narrative mood to create a compelling and dramatic reading as well as a matching, custom-mixed track to play with their performance. After their performance, students must also provide an analysis of their choices to the class for open discussion of their efficacy.

**Assessment: Summative for Unit (Key Assignment Unit 7)**

- Personal Narrative
  - Students will individually and in groups self-reflect on the aspects of technology and cultural strife which create fear or anxiety in regards to their view of the future. Using this self-reflection as a base, students will be tasked with developing their own short narrative from between 1,000 and 5,000 words with the specific goal of commenting on and highlighting their fears using some or all the following: narrative tools and structures, character personalities, narrative events, settings and locations, imagery, and dialogue. Students will also write an appendix to their work where they describe their own purpose and statement in its creation.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

Anticipatory Sets  
Student Demonstrations  
SDAIE  
Reciprocal Teaching  
Summative Assessments  
Formative Informal Assessments  
Checks for Understanding  
Routine  
Timed Reading  
Student Projects  
Use of Visual Media  
Rubric Grading  
Manipulatives  
Student Predictions  
Summary Development  
Oral Reading

Socratic Seminars  
 Journaling  
 Semantic Mapping  
 Timeline Comparisons  
 Dramatic Passage Readings  
 Reflective Discussions  
 Debate  
 Performance  
 Direct Instruction

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

All formal summative assessments will be scored on a 4-column rubric system which will evaluate student performance across several categories and can vary by assignment. Categories shared by all rubrics are:

- Content
- Organization
- Style
- Vocabulary
- Spelling and Grammar

Formal Formative assessments will be based on completion and provided as formal feedback on student progress for core assignments.

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
20	<ul style="list-style-type: none"> <li>• Students will list and compare the events leading up to World War I with the emergence and marketing of new technologies.</li> <li>• Students will perform research and develop a description of life in the early 1900s.</li> <li>• Students will create a list of technologies showcased at the World’s Fairs of the early 1900s.</li> <li>• Students will summarize required readings into thematically and sequentially accurate parts.</li> <li>• Students will participate in a group analysis of required readings.</li> </ul>	CCSS.ELA.11-12.4 CCSS.ELA.11-12.8	<i>The Machine Stops</i> – E. M. Forster (Full Text)  <i>The Scarlet Plague</i> – Jack London (Full Text)	

35	<ul style="list-style-type: none"> <li>• Students will compare the prevalence of Science Fiction to other famous literature of the time period.</li> <li>• Students will compare the predictions made by the authors to the events, standards, and feelings of various decades after initial publishing.</li> <li>• Students will lead small group analysis of texts.</li> <li>• Students will enumerate the Post WWI economic and technological impacts.</li> <li>• Students will create a manifest of the tenants of the moralist movement which led to prohibition.</li> <li>• Students will participate in comparative analysis discussions and create detailed group notes.</li> </ul>	<p>CCSS.ELA11-12.4  CCSS.ELA11-12.3  CCSS.ELA11-12.3A  CCSS.ELA11-12.3B  CCSS.ELA11-12.3D</p>	<p><i>City of Endless Night</i> – Milo M. Hastings (Excerpts)</p> <p><i>Nightfall</i> – Isaac Asimov (Full Text)</p>	
25	<ul style="list-style-type: none"> <li>• Students will compare and contrast the use of technologies that were the result of war efforts for the post-war home life.</li> <li>• Students will discuss, compare, and debate the values associated with personal freedom and safety.</li> <li>• Students will create a list of events and technologies that led to the end of the second World War.</li> <li>• Students will interview others about the cultural perception of the Cold War and create a visual representation of sociocultural perceptions of the time period being studied.</li> <li>• Students will compare and contrast nationalism, religion, and patriotism.</li> <li>• Students will define pervasive cultural anxiety and identify the pervasive cultural anxieties of the Unit's time period focus.</li> </ul>	<p>CCSS.ELA11-12.1  CCSS.ELA11-12.1B  CCSS.ELA11-12.1C  CCSS.ELA11-12.7  CCSS.ELA11-12.7  CCSS.ELA11-12.1E</p>	<p><i>1984</i> – George Orwell (Excerpts or Full Text)</p> <p><i>The Last Enemy</i> – H. Beam Piper (Full Text)</p>	
35	<ul style="list-style-type: none"> <li>• Students will analyze the effects of the civil rights movement, the cold war, hippies, counterculture, and drug use on culture today and create a enumerated evaluation of the importance of these events to the lives of the people who lived through them.</li> <li>• Students will discuss the role of media on the perception of technology during the relevant time period of the lesson.</li> </ul>	<p>CCSS.ELA11-12.1D  CCSS.ELA11-12.3  CCSS.ELA11-12.4  CCSS.ELA11-12.3E  CCSS.ELA11-12.5</p>	<p><i>Fahrenheit 451</i> – Ray Bradbury (Excerpts)</p> <p><i>Starship Troopers</i> – Robert Heinlein (Full Text)</p> <p><i>Dune</i> – Frank Herbert (Excerpts)</p>	

	<ul style="list-style-type: none"> <li>• Students will discuss the progression of counter-culture into main culture and its effects on the current social climate of America.</li> <li>• Students will create a timeline of significant events and their relation to popular culture and cultural perception of national identity.</li> <li>• Students will debate on the subject of deciding the most influential social and technological events of the years of the Cold War.</li> </ul>		<p>or Full Text)</p> <p><i>Make Room, Make Room</i> – Harry Harrison (Full Text)</p> <p><i>The Moon is a Harsh Mistress</i> – Robert Heinlein (Full Text)</p>	
25	<ul style="list-style-type: none"> <li>• Students will discuss how Science Fiction has been adapted to the big and small screen.</li> <li>• Students will assess the quality of narrative and identify or list instances of sociopolitical commentary present in visual media vs. written.</li> <li>• Students will develop and present supported opinions regarding the evolution of science fiction since 1900 to the time period of the current unit.</li> <li>• Students will evaluate, form, and share opinions on the effect of film and television programming on their culture.</li> <li>• Students will provide a descriptive list of technology showcased in print science fiction and compare that to a similar list made of the technology showcased in visual media science fiction.</li> </ul>	<p>CCSS.ELA.11-12.7  CCSS.ELA.11-12.2  CCSS.ELA.11-12.2  CCSS.ELA.11-12.4  CCSS.ELA.11-12.5</p>	<p><i>Neuromancer</i> – William Gibson (Excerpts or Full Text)</p> <p><i>Jurassic Park</i> – Michael Crichton (Full Text)</p>	
15	<ul style="list-style-type: none"> <li>• Students will discuss the nature of human social fear and how that fear is translated to new technologies.</li> <li>• Students will discuss the benefits and risks of GMO’s.</li> <li>• Students will create a map of themes seen in the assigned reading to trends they notice in society.</li> <li>• Students will predict how the housing crash and recession affected authors between 2008 and 2015.</li> <li>• Students will predict how the housing shortage and inflated living costs will affect writers in the following 10 years.</li> </ul>	<p>CCSS.ELA.11-12.4  CCSS.ELA.11-12.5  CCSS.ELA.11-12.2C  CCSS.ELA.11-12.4  CCSS.ELA.11-12.8</p>	<p><i>Veniss Underground</i> – Jeff VanderMeer (Full Text)</p>	
20	<ul style="list-style-type: none"> <li>• Students will apply their knowledge from the semester to guide their own</li> </ul>	<p>CCSS.ELA.11-12.4  CCSS.ELA.11-12.1C</p>	<p>None</p>	



	<p>learning through the formation and management of student study groups for the final unit.</p> <ul style="list-style-type: none"> <li>• Students will select, analyze, and/or create their own works.</li> <li>• Students will predict future social outcomes and apply those predictions to cultural and group phenomena.</li> <li>• Students will create themes of their own and share those themes with peers for peer-review and commentary.</li> <li>• Students will create and apply a learning plan for their self-guided instruction of the final unit.</li> <li>• Students will create detailed predictions of technological advance over the next year, 5 years, 10 years, 20 years, and 50 years.</li> <li>• Students will create a detailed prediction of social tensions and/or culturally relevant events that are likely to happen over the next year, 5 years, 10 years, 20 years, and 50 years.</li> </ul>	<p>CCSS.ELA.11-12.1D  CCSS.ELA.11-12.3  CCSS.ELA.11-12.3A  CCSS.ELA11-12.3C  CCSS.ELA11-12.3D</p>		
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**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

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**History of Course Development (optional)**

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