



# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus) <div>Critical Science Fiction and the Future</div> <div><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</div>		<b>Subject Area:</b> <div><input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</div> <div>Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div> <div>If yes, which pathway does this course align to? Pathway Name: <div></div><div>CTE CDE Code:</div></div>		<b>Grade Level(s)</b> <div><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</div>	
If revised, the previous course name if there was a change <div></div>					
<b>Transcript Course Code/Number:</b> <div>101061/101062</div> <div>(To be assigned by Educational Services if it's a new course)</div> <div>CREDIT TYPE EARNED: <b>CALPADS CODE:</b> <div>B9112</div></div>					
<b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <div><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)</div> <div>Which A-G Requirement does/will this course meet? <div>B<input type="checkbox"/> Pending</div></div>		<b>Credential Required to teach this course:</b> <b>To be completed by Human Resources only.</b> <div>Single Subject: English; specific Supplementary Auth.: Literature; Specific Subject Matter Auth.: Literature</div> <div><div></div><div>11-15-24</div><div>SignatureDate</div></div>			
<b>Submitted by: Brian Payne</b> <b>Site: Paloma Valley High School</b> <b>Date: Nov. 13th, 2024</b> <b>Email: Brian.payne@puhsd.org</b>		<b>Unit Value/Length of Course:</b> <div><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</div>			
<b>Approvals</b>		<b>Name/Signature</b>		<b>Date</b>	
Director of Curriculum & Instruction				12 / 16 / 2024	
Asst. Superintendent of Educational Services		Joseph Williams		01 / 17 / 2025	
Governing Board					

<b>Prerequisite(s) (REQUIRED):</b>
<b>Successful Completion of Grade 10 English course or equivalent with a grade of C or better.</b>
<b>Corequisite(s) (REQUIRED):</b>
<b>Brief Course Description (REQUIRED):</b>
<p>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.</p>

<b>B. COURSE CONTENT</b>
<p><b>Course Purpose (REQUIRED):</b>  <i>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.</i></p>
<p>Technology is the growing center of student understanding of 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</p>

evolution of modern technology and focusing on the impact technology has had on people and society 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. Students will use these as a tool with which to explore the influences and inspirations of the authors. 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 a stronger, more diverse, and more active academic vocabulary.

**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.*

**UNIT 1:**

Turn of the 20<sup>th</sup> Century: 1900's Pre WW1

**Approximate Instruction Time:**

4 Weeks

**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 1900's differ from the previous 50 years and how did people's daily lives change because of these new technologies?

<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"><li>· World's fair in 1900 and 1904</li><li>· Smallpox</li><li>· Queen Victoria</li><li>· Wright Brothers</li><li>· Ford</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Morse Code</li><li>· Radio</li><li>· Electric Appliances</li><li>· Flight</li><li>· Cars</li><li>· Fingerprints</li><li>· Radar</li><li>· Air Conditioning</li><li>· Machine Gun</li></ul>	<p><b>Content Objectives:</b></p> <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 1900's.</li><li>● Students will create a list of technologies showcased at the World's Fairs of the early 1900's.</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>	<p><b>Skill Objectives:</b></p> <ul style="list-style-type: none"><li>● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task and purpose of content analysis. (CCSS.ELA.11-12.4)</li><li>● Students will conduct short research project to answer instructor, peer, and self generated questions regarding the construction of fictional works in the time period. (CCSS.ELA.11-12.8)</li><li>● Students will analyze the relationship between emerging technologies and industrialization to the perception of daily life in industrialized areas and/or cities.</li></ul>
<p><b>Required Readings:</b></p> <ol style="list-style-type: none"><li>1. <i>The Futurist Manifesto</i> by Filippo Marinetti<ul style="list-style-type: none"><li>1. Full Text</li></ul></li><li>2. <i>The Machine Stops</i> by E. M. Forster<ul style="list-style-type: none"><li>1. Full Text</li></ul></li><li>3. <i>The Iron Heel</i> by Jack London<ul style="list-style-type: none"><li>1. Full Text</li></ul></li></ol>	<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"><li>● <i>Lord of the World</i> by Robert Hugh Benson</li><li>● <i>The World Set Free</i> by H. G. Wells</li><li>● <i>The Scarlet Plague</i> by Jack London</li></ul>	
<p><b>Assignments:</b> <i>Select from the following options.</i></p> <ul style="list-style-type: none"><li>○ Socratic Seminars</li><li>○ Journal Writing</li><li>○ Group Semantic Mapping</li><li>○ Timeline Creation – Compare and Contrast Events</li><li>○ Dramatic Passage Reading</li><li>○ Small Group Reflective Moral Discussions</li></ul>		
<p><b>Assessment:</b> <i>Summative for Unit (Key Assignment)</i></p> <ul style="list-style-type: none"><li>○ Creative Writing – Storybook Summary.<ul style="list-style-type: none"><li>○ 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.</li></ul></li></ul>		

**Debrief Topics/Unit Crosslink Topics/Advanced Discussion**

Ø *Lord of the World* and a *Voyage to Arcturus* are representative of common themes in what is now considered Science Fiction of the era. What are those themes? How would you categorize them today? In what way does the use of religion to represent other worldliness match with the use of aliens in current Science Fiction works?

Ø Pre-1900's science fiction mentions: *Frankenstein*, *20,000 leagues*, *Dr. Jekyll and Mr. Hyde*, *The Time Machine*, *Island of Dr. Moreau*, *War of the Worlds*.

## **Alternate Use: Notes on Time Limitations or Choice of Focus**

**Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.**

**Alternate Time: 2 Weeks****Essential Question Focus**

1. What life limiting or social problems were people/the public focused on before, during, and after the war?
2. How did the technologies of the early 1900's differ from the previous 50 years and how did people's daily lives change because of these new technologies?

**Content Objective Focus**

- Students will list and compare the events leading up to World War I with the emergence and marketing of new technologies.
- Students will participate in a group analysis of required readings.

**Skill Objective Focus**

- Students will conduct short research projects to answer instructor, peer, and self generated questions regarding the construction of fictional works in the time period. (CCSS.ELA.11-12.8)
- Students will analyze the relationship between emerging technologies and industrialization to the perception of daily life in industrialized areas and/or cities.

**Reading Focus:**

1. *The Machine Stops* by E. M. Forster
  1. Full Text

## UNIT 2:

Between the Great World Wars

**Approximate Instruction Time:**

6 Weeks

### **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?

<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Great Depression</li> <li>• Dust Bowl</li> <li>• Prohibition</li> <li>• Labor Unions</li> <li>• Women's Suffrage</li> <li>• Invasion of Poland</li> <li>• Post WWI Political Tensions</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Jets</li> <li>• Talkies</li> <li>• Television</li> <li>• Home Appliances</li> <li>• Art Deco Futurism</li> <li>• Color Movies</li> <li>• Rocket Engines</li> <li>• Empire State Building</li> <li>• Discovery of Pluto</li> </ul>	<p><b>Content Objectives:</b></p> <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><b>Skill Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA11-12.4).</li> <li>• Students will write narratives to develop real or imagined experiences using effective technique, well chosen details, and well-constructed sequence (CCSS.ELA11-12.3).</li> <li>• Students will engage and orient the reader of their narrative by setting out a problem, situation, or observation and establishing a narrative significance through the use of multiple points of view, introduction of a narrator, or introduction of characters (CCSS.ELA11-12.3A).</li> <li>• Students will use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences or characters (CCSS.ELA11-12.3B).</li> <li>• Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, settings, events, and characters (CCSS.ELA11-12.3D).</li> </ul>
---	---	---

<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. <i>City of Endless Night</i> by Milo M. Hastings <ol style="list-style-type: none"> <li>1. Excerpts or Full Text</li> </ol> </li> <li>2. <i>Brave New World</i> by Aldous Huxley <ol style="list-style-type: none"> <li>1. Full Text</li> </ol> </li> <li>3. <i>Nightfall</i> by Isaac Asimov <ol style="list-style-type: none"> <li>1. Full Text</li> </ol> </li> </ol>	<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Shape of Things to Come</i> by H.G. Wells</li> <li>• <i>Men Like God</i> by H.G. Wells</li> <li>• <i>Microcosmic God</i> by Theodore Sturgeon</li> <li>• <i>Voyage to Arcturus</i> by David Lindsay</li> <li>• <i>Final Blackout</i> by L. Ron. Hubbard</li> </ul>
<p><b>Assignments:</b> <i>Select from the following options.</i></p> <ul style="list-style-type: none"> <li>○ Socratic Seminars</li> <li>○ Journal Writing</li> <li>○ Group Semantic Mapping</li> <li>○ Timeline Creation – Compare and Contrast Events</li> <li>○ Dramatic Passage Reading</li> <li>○ Style Comparison Research</li> <li>○ Debate</li> <li>○ Performance Creation</li> <li>○ Lecture – Historical Content</li> <li>○ Detailed Passage Analysis</li> <li>○ Author Mini-Biography</li> </ul>	
<p><b>Assessment:</b> <i>Summative for Unit (Key Assignment)</i></p> <ul style="list-style-type: none"> <li>○ Creative Writing – Slippery Slope Narratives <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>	
<p><b>Debrief Topics/Unit Crosslink Topics/Advanced Discussion</b></p> <p>Ø The Golden Age of Science Fiction is said to have started during WWII. What are the main types of narratives in the Golden Age Era works? Why would those themes take precedent over some of the more politically and socially motivated themes of the past? Is it possible to track the rise and fall of popular escapism during difficult economic and political events in history?</p>	
<p style="text-align: center;"><b><u>Alternate Use: Notes on Time Limitations or Choice of Focus</u></b></p> <p>Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.</p> <p><b>Alternate Time: 4 Weeks</b></p>	



<p><b>Essential Question Focus</b></p> <ol style="list-style-type: none"> <li>1. How did the end of WWI influence the views of the world/people on the immediate future?</li> <li>2. How does the emergence of new technology of the era affect the perception of war as a political goal and the perception of private citizens' role in nationalism?</li> <li>3. Is there a social difference between the moralistic perception of vice and the moralistic perception of war reflected in the literature of the time?</li> </ol>	<p><b>Content Objective Focus</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Skill Objective Focus</b></p> <ul style="list-style-type: none"> <li>• Students will write narratives to develop real or imagined experiences using effective technique, well chosen details, and well-constructed sequence (CCSS.ELA11-12.3).</li> <li>• Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, settings, events, and characters (CCSS.ELA11-12.3D).</li> <li>• Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA11-12.4).</li> </ul>
<p><b>Reading Focus:</b></p> <ol style="list-style-type: none"> <li>1. <i>City of Endless Night</i> by Milo M. Hastings             <ol style="list-style-type: none"> <li>1. Excerpts</li> </ol> </li> <li>2. <i>Brave New World</i> by Aldous Huxley             <ol style="list-style-type: none"> <li>1. Excerpts</li> </ol> </li> </ol>		

<p><b>UNIT 3:</b></p> <p>Atomics, Cameras, and Spies Change the World</p>	<p><b>Approximate Instruction Time:</b></p> <p>6 Weeks</p>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did the development and use of atomic weapons change the perception of war and future technologies?</li> <li>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?</li> <li>3. How did the Cold War tensions change how Americans viewed nationalism, patriotism, and outsiders?</li> <li>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?</li> </ol>	

<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"><li>· Events and Ending of WWII</li><li>· Cold War</li><li>· McCarthyism</li><li>· Post-War Nuclear Family</li><li>· Suburbs and Housing</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Atomic Bombs</li><li>· Atomic Power</li><li>· First Computers</li><li>· Television and Home Technologies</li><li>· Microphones and cameras</li></ul>	<p><b>Content Objectives:</b></p> <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><b>Skill Objectives:</b></p> <ul style="list-style-type: none"><li>● Students will develop and write arguments to support a claim in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence (CCSS.ELA11-12.1).</li><li>● Students will develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each (CCSS.ELA11-12.1B).</li><li>● Student will use words, phrases, clauses, as well as a varied syntax to link the major sections of their text, create cohesion, and clarify the relationships between their claims and identified counterclaims (CCSS.ELA11-12.1C).</li><li>● Students will conduct a sustained research project to answer a questions or solve a problem (CCSS.ELA11-12.7).</li><li>● Students will synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation (CCSS.ELA11-12.7).</li><li>● Students will provide a concluding statement or section that follows from or supports the argument presented (CCSS.ELA11-12.1E)</li></ul>
<p><b>Required Readings:</b></p> <ol style="list-style-type: none"><li>1. <i>1984</i> by George Orwell<ol style="list-style-type: none"><li>1. Excerpts and Video</li></ol></li><li>2. <i>The Last Enemy</i> by H. Beam Piper<ol style="list-style-type: none"><li>1. Full Text</li></ol></li></ol>	<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"><li>● <i>I, Robot</i> by Isaac Asimov</li><li>● <i>Foundation</i> by Isaac Asimov</li><li>● <i>Methuselah's Children</i> by Robert A. Heinlein</li></ul>	

**Assignments:** *Select from the following options*

- Socratic Seminars
- Journal Writing
- Group Semantic Mapping
- Timeline Creation
- Debate
- Graphic Organizers
- Technology Link Discussion
- Reflective Moral Discussion
- Self-Morality Comparison/Evaluation
- Moral Dilemma Debate
- Student Lecture Series – Political and Technological Influences
- Past-Present Comparison Analysis

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

- 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.
- (Alternate) 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 describe if their reactions to the propaganda films and compare what students created with what was experienced in observing real propaganda in the research phase of the assignment.
- (Alternate) Descriptive Essay – *The Last Enemy*
  - Student will develop a thesis regarding the climatic end of WWII and the social climate it created during the Cold War and support their support their opinion with evidence from historical sources as well as with their personal analysis of the author's themes in the relative work.

**Debrief Topics/Unit Crosslink Topics/Advanced Discussion**

Ø Defining the source of morals: Science vs. Nationalism vs. Religion. From where do we derive morality and ethics?

## **Alternate Use: Notes on Time Limitations or Choice of Focus**

**Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.**

<b>Alternate Time: 3 Weeks</b>		
<b>Essential Question Focus</b>  1. How did the development and use of atomic weapons change the perception of war and future technologies?  2. How did the Cold War tensions change how Americans viewed nationalism, patriotism, and outsiders?	<b>Content Objective Focus</b> <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 define pervasive cultural anxiety and identify the pervasive cultural anxieties of the Unit's time period focus.</li> </ul>	<b>Skill Objective Focus</b> <ul style="list-style-type: none"> <li>Students will develop and write arguments to support a claim in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence (CCSS.ELA11-12.1).</li> <li>Students will develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each (CCSS.ELA11-12.1B).</li> </ul>
<b>Reading Focus:</b> 1. <i>The Last Enemy</i> by H. Beam Piper  a. Full Text		
<div> <div> <b>UNIT 4:</b>             Height of the Cold War         </div> <div> <b>Approximate Instruction Time:</b>             7 Weeks         </div> </div>		
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How did the post-war counterculture influence writing of the time? Does it parallel the change seen in music and entertainment?</li> <li>How did duty and nationalism and the perception of morality clash during the Cold War?</li> <li>How did the civil rights movement interplay with the post-war counterculture and the perception of a future America?</li> <li>How did the space-race change the public perception of technology and the purpose of</li> </ol>		

technology in society?		
<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Economic Collapse</li> <li>• Space Race</li> <li>• Counter-Culture</li> <li>• Cold War</li> <li>• Civil Rights and Racial Tension</li> <li>• Baby-Boomers and Overpopulation</li> <li>• Media</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Microchips</li> <li>• Modems</li> <li>• ICBM's</li> <li>• Ivy-Mike</li> <li>• Space Telescopes</li> </ul>	<p><b>Content Objectives:</b></p> <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> <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><b>Skill Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will Establish and maintain a formal style and tone while attending to the norms and conventions of the discipline in which they are writing (CCSS.ELA11-12.1D).</li> <li>• Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences (CCSS.ELA11-12.3).</li> <li>• Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (CCSS.ELA11-12.4).</li> <li>• Students will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (CCSS.ELA11-12.3E).</li> <li>• Students will strengthen and develop writing through planning, revising, editing, and rewriting while maintaining a focus on the specific purpose or significance for their audience (CCSS.ELA11-12.5).</li> </ul>

<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. <i>Fahrenheit 451</i> by Ray Bradbury <ol style="list-style-type: none"> <li>a. Excerpts and Video</li> </ol> </li> <li>2. <i>Starship Troopers</i> by Robert Heinlein <ol style="list-style-type: none"> <li>a. Full Text</li> </ol> </li> <li>3. <i>Dune</i> by Frank Herbert <ol style="list-style-type: none"> <li>a. Excerpts and Video</li> </ol> </li> <li>4. <i>Make Room, Make Room</i> by Harry Harrison <ol style="list-style-type: none"> <li>a. Full Text</li> </ol> </li> <li>5. <i>The Moon is a Harsh Mistress</i> by Robert A. Heinlein <ol style="list-style-type: none"> <li>a. Full Text</li> </ol> </li> </ol>	<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Flowers for Algernon</i> by Daniel Keyes</li> <li>• <i>Eight O'Clock in the Morning</i> by Ray Nelson</li> <li>• <i>The Illustrated Man</i> by Ray Bradbury</li> <li>• <i>Stranger in a Strange Land</i> by Robert Heinlein</li> <li>• <i>A Clockwork Orange</i> by Anthony Burgess</li> <li>• <i>Sirens of Titan</i> by Kurt Vonnegut</li> <li>• <i>A Canticle for Leibowitz</i> by Walter M. Miller Jr.</li> <li>• <i>Lord of Light</i> by Roger Zelany</li> <li>• <i>Do Androids Dream of Electric Sheep</i> by Philip K. Dick</li> <li>• <i>Slaughterhouse 5</i> by Kurt Vonnegut</li> <li>• <i>Left Hand of Darkness</i> by Ursula K. Le Guin</li> </ul>
<p><b>Assignments:</b> <i>Select from the following options</i></p> <ul style="list-style-type: none"> <li>○ Socratic Seminars</li> <li>○ Journal Writing</li> <li>○ Group Semantic Mapping</li> <li>○ Timeline Creation</li> <li>○ Debate</li> <li>○ Graphic Organizers</li> <li>○ Timeline Comparisons</li> <li>○ Reflective Moral Discussion</li> <li>○ Moral Dilemma Debate</li> <li>○ Narrative Event Analysis</li> <li>○ Book Talks – Modern Comparison</li> <li>○ Review Writing</li> <li>○ Dramatic Reading</li> </ul>	
<p><b>Assessment:</b> <i>Summative for Unit (Key Assignment)</i></p> <ul style="list-style-type: none"> <li>○ Creative Writing – The Extra Chapter <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>	
<p><b>Debrief Topics/Unit Crosslink Topics/Advanced Discussion</b></p> <ul style="list-style-type: none"> <li>Ø Vietnam War, Berlin Wall falling, cultural change brought on by moon landing, end of the space race. Cultural and economic booms.</li> <li>Ø The civil rights movement and counterculture movement play a huge role in the public consciousness of right-wrong and the value of war vs. the loss of people and freedom.</li> <li>Ø This unit can easily be flipped from focusing on the cold war to focusing on racial inequality in America. Also, it can be split in the classroom based on student interest.</li> <li>Ø How did the perception of Science Fiction as a genre change in popularity during this time?</li> </ul>	

## **Alternate Use: Notes on Time Limitations or Choice of Focus**

**Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.**

### **Alternate Time: 4 Weeks**

#### **Essential Question Focus**

1. How did the post-war counterculture influence writing of the time? Does it parallel the change seen in music and entertainment?
2. How did duty and nationalism and the perception of morality clash during the Cold War?

#### **Content Objective Focus**

- Students will discuss the role of media on the perception of technology during the relevant time period of the lesson.
- Students will discuss the progression of counter-culture into main culture and its effects on the current social climate of America.
- Students will create a timeline of significant events and their relation to popular culture and cultural perception of national identity.

#### **Skill Objective Focus**

- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences (CCSS.ELA11-12.3).
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (CCSS.ELA11-12.4).
- Students will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (CCSS.ELA11-12.3E).



**Reading Focus:**

1. *Starship Troopers* by Robert Heinlein
  - a. Full Text
2. *Dune* by Frank Herbert
  - a. Excerpts and Video

**UNIT 5:**

Moon Landing Changes the World of Technology

**Approximate Instruction Time:**

7 Weeks

**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?

<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"><li>· Cable T.V.</li><li>· Entertainment Industry Boom</li><li>· EPA Established</li><li>· Nuclear Forces Discovered</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Internet</li><li>· Personal Computers</li><li>· Gene Manipulation</li><li>· Human Genome Project</li><li>· Video Games</li><li>· Cell Phones</li><li>· Lasers</li></ul>	<p><b>Content Objectives:</b></p> <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><b>Skill Objectives:</b></p> <ul style="list-style-type: none"><li>● Students will analyze multiple interpretations of a story, evaluating how each version interprets the source text (CCSS.ELA.11-12.7).</li><li>● Students will integrate multiple sources across diverse formats and media to make informed decisions and solve problems (CCSS.ELA.11-12.2).</li><li>● Students will evaluate the credibility and accuracy of multiple sources in parallel (CCSS.ELA.11-12.2).</li><li>● Students will present information, findings, and supporting evidences to convey a clear ad distinctive perspective such that listeners can follow the line of reasoning (CCSS.ELA.11-12.4).</li><li>● Students will make strategic use of digital media in presentations to enhance the understanding of findings, reasoning, and/or evidence as well as add to audience interest (CCSS.ELA.11-12.5).</li></ul>
<p><b>Required Readings:</b></p> <ol style="list-style-type: none"><li>1. <i>The Long Walk</i> by Stephen King 1. Full Text</li><li>2. <i>Neuromancer</i> by William Gibson 1. Full Text</li><li>3. <i>Jurassic Park</i> by Michael Crichton 1. Full Text and Video</li></ol>		<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"><li>● <i>The Forever War</i> by Joe Haldeman</li><li>● <i>The Lathe of Heaven</i> by Ursula K. LeGuin</li><li>● <i>The Sheep Look Up</i> by John Brunner</li><li>● <i>The Player of Games</i> by Ian M. Banks</li><li>● <i>The Handmaid's Tale</i> by Margret Atwood</li><li>● <i>Lucifer's Hammer</i> by Larry Niven and Jerry Pournelle</li><li>● <i>Armor</i> by John Steakly</li></ul>

**Assignments:** *Select from the following options*

- Socratic Seminars
- Journal Writing
- Group Semantic Mapping
- Timeline Creation
- Debate
- Graphic Organizers
- Reflective Outcome Discussions
- Style Comparison Research
- Historical Timeline Analysis
- Character, Setting, and Narrative Event Analysis
- Visual vs. Written Media Comparisons
- Page/Reading Analysis
- Dramatic Passage Reading

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

- 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.

**Debrief Topics/Unit Crosslink Topics/Advanced Discussion**

- Ø With the explosion of science fiction among the most popular media outlets of Television, Movies, Comics, Video Games, and even the emergence of Anime at this time in history, can the quality of these narratives match the written word? Can they express the same horror of technology and humanity's downfall as have the literature works of the past 70 -80 years?
- Ø How are the fears of Y2K at the turn of the century recorded in existing media just after 2000?

**Incomplete List of Unit-Relevant  
Famous Visual Media**

- Star Wars
- Westworld
- The Andromeda Strain
- Blade Runner
- The Running Man
- Demolition Man
- They Live
- Terminator
- Terminator 2
- Event Horizon
- The Fly
- Reanimator
- The Thing
- Alien/s
- The Matrix
- Flash Gordon
- War Games
- The Abyss
- Edward Scissorhands
- Congo
- Species
- 5<sup>th</sup> Element
- Deep Impact
- Total Recall
- The Truman Show
- Dark City
- The 13<sup>th</sup> Floor
- Robocop
- Waterworld
- Stargate
- Mad Max
- The Road Warrior
- Mad Max Beyond  
Thunderdome
- Sliders
- Quantum Leap
- Star Trek
- Ghost in the Shell
- The Crazies
- Logan's Run
- Nausicaä of the Valley of the  
Wind
- Honey I Shrunk the Kids
- The Lawnmower Man
- Johnny Mnemonic
- Tank Girl
- Event Horizon
- Soldier
- Trigun
- Serial Experiments Lain
- Cowboy Bebop
- .hack
- Ghostbusters
- X-Files
- Robotech
- Macross Saga
- Twilight Zone
- Outer Limits
- Lost in Space
- Battlestar Galactica
- Escape from New York
- Heavy Metal
- Scanners
- Secret of NIHM
- Day of the Dead
- Akira
- Robot Jox
- Judge Dredd
- Screamers
- 12 Monkeys
- Mimic

## **Alternate Use: Notes on Time Limitations or Choice of Focus**

**Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.**

**Alternate Time: 3 Weeks**

<p><b>Essential Question Focus</b></p> <ol style="list-style-type: none"> <li>1. How did the emergence of genetic technologies change the view of medicine and the sanctity of life?</li> <li>2. How does society view itself during this time in history? Have the moral dilemmas presented over the last 75 years been resolved?</li> <li>3. 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.</li> </ol>	<p><b>Content Objective Focus</b></p> <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> </ul>	<p><b>Skill Objective Focus</b></p> <ul style="list-style-type: none"> <li>• Students will analyze multiple interpretations of a story, evaluating how each version interprets the source text (CCSS.ELA.11-12.7).</li> <li>• Students will integrate multiple sources across diverse formats and media to make informed decisions and solve problems (CCSS.ELA.11-12.2).</li> <li>• Students will make strategic use of digital media in presentations to enhance the understanding of findings, reasoning, and/or evidence as well as add to audience interest (CCSS.ELA.11-12.5).</li> </ul>
<p><b>Reading Focus:</b></p> <ol style="list-style-type: none"> <li>1. Jurassic Park by Michael Crichton <ol style="list-style-type: none"> <li>a. Full Text and Video</li> </ol> </li> </ol>		
<p><b>UNIT 6:</b></p> <p>The Century Turns Again – Beyond 2000</p>	<p><b>Approximate Instruction Time:</b></p> <p>3 Weeks</p>	

**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?

**Influence Focus Areas****History:**

- 9/11
- Housing Boom and Crash
- Recession
- Drug Culture Shifts

**Technology:**

- GMO's
- Cell Phones
- Internet
- Global Warming
- International Space Station
- Designer Drugs
- MMO's

**Content Objectives:**

- Students will discuss the nature of human social fear and how that fear is translated to new technologies.
- Students will discuss the benefits and risks of GMO's.
- Students will create a map of themes seen in the assigned reading to trends they notice in society.
- Students will predict how the housing crash and recession affected authors between 2008 and 2015.
- Students will predict how the housing shortage and inflated living costs will affect writers in the following 10 years.

**Skill Objectives:**

- Students will present, conveying a clear and distinct perspective such that listeners can follow the narrative or line of reasoning (CCSS.ELA.11-12.4).
- Students will make strategic use of digital media in presentations to enhance understanding and to add to audience interest (CCSS.ELA.11-12.5).
- Students will use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify complex ideas and concepts (CCSS.ELA.11-12.2C).
- Students will produce clear and coherent presentations which display organization and style appropriate for their task and purpose (CCSS.ELA.11-12.4).
- Students will gather relevant media resources, data, or tools using digital research skills (CCSS.ELA.11-12.8).

<p><b>Required Readings:</b></p> <ol style="list-style-type: none"> <li>1. <i>Veniss Underground</i> by Jeff VanderMeer <ol style="list-style-type: none"> <li>a. Full Text</li> </ol> </li> </ol>	<p><b>Substitute and Additional Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Perdido Street Station</i> by China Mieville</li> <li>● <i>Prey</i> by Michael Crichton</li> <li>● <i>Revelation Space</i> by Alastair Reynolds</li> <li>● <i>Probability Moon/Space/Sun</i> by Nancy Kress</li> <li>● <i>Altered Carbon</i> by Richard Morgan</li> <li>● <i>Leviathan Wakes</i> by James S.A. Corey</li> </ul>
<p><b>Assignments:</b> <i>Select from the following options</i></p> <ul style="list-style-type: none"> <li>○ Socratic Seminars</li> <li>○ Journal Writing</li> <li>○ Group Semantic Mapping</li> <li>○ Timeline Creation</li> <li>○ Debate</li> <li>○ Graphic Organizers</li> </ul>	
<p><b>Assessment:</b> <i>Summative for Unit (Key Assignment)</i></p> <ul style="list-style-type: none"> <li>○ Reflective Outcome Discussions</li> <li>○ Group analysis (Character, Setting, Event)</li> <li>○ Review Writing</li> <li>○ Cross-Media Content Analysis</li> <li>○ Parallel Writing</li> <li>○ Artistic Summary</li> </ul> <p>○ Fitting Sound to Theme</p> <p>○ 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.</p>	
<p><b>Debrief Topics/Unit Crosslink Topics/Advanced Discussion</b></p> <p>Ø What is modern science fiction? Social trends and social climate – what do people feel now? What does the future look like? What is the future we want? Does social and environmental collapse seem inevitable? What is escapism?</p>	
<p style="text-align: center;"><b><u>Alternate Use: Notes on Time Limitations or Choice of Focus</u></b></p> <p><b>Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.</b></p> <p><b>Alternate Time: 1.5 Weeks</b></p>	

<p><b>Essential Question Focus</b></p> <ol style="list-style-type: none"> <li>1. What themes are shifted, changed, or eliminated in popular science fiction stories at the turn of the century when compared the previous 25 years?</li> <li>2. What is the genre “Strange Fiction” and how is it related to science fiction and other genres?</li> </ol>	<p><b>Content Objective Focus</b></p> <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 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><b>Skill Objective Focus</b></p> <ul style="list-style-type: none"> <li>• Students will present, conveying a clear and distinct perspective such that listeners can follow the narrative or line of reasoning (CCSS.ELA.11-12.4).</li> <li>• Students will make strategic use of digital media in presentations to enhance understanding and to add to audience interest (CCSS.ELA.11-12.5).</li> <li>• Students will produce clear and coherent presentations which display organization and style appropriate for their task and purpose (CCSS.ELA.11-12.4).</li> </ul>
<p><b>Reading Focus:</b></p> <ol style="list-style-type: none"> <li>1. <i>Veniss Underground</i> by Jeff VanderMeer <ol style="list-style-type: none"> <li>a. Full Text</li> </ol> </li> </ol>		
<p><b>UNIT 7:</b></p> <p>Here and Now: 2010 and Beyond</p>	<p><b>Approximate Instruction Time:</b></p> <p>2 Weeks</p>	



**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?

<p><b>Influence Focus Areas</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Housing Crisis</li> <li>• Homelessness</li> <li>• Political Divisions</li> <li>• End of shuttle Missions</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Private Aerospace</li> <li>• Digital Currencies</li> <li>• Evolution of Microchips</li> </ul>	<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will apply their knowledge from the semester to guide their own learning through the formation and management of student study groups for the final unit.</li> <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><b>Skill Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will present ideas, conveying a clear and distinct perspective such that listeners can follow their narrative through their development of style, substance, and thematic elements (CCSS.ELA.11-12.4).</li> <li>• Students will provide constructive feedback to clarify the position on a topic or issue, challenge ideas and conclusions, or promote divergent and creative perspectives (CCSS.ELA.11-12.1C).</li> <li>• Students will establish an effective style and theme for the purpose of constructing a stylistic narrative (CCSS.ELA.11-12.1D).</li> <li>• Students will write narratives using effective technique, well-chosen details, and well-structured event sequences (CCSS.ELA.11-12.3).</li> <li>• Students will engage and orient the reader by setting out a situation, observation, or problem and detailing its significance to the narrative structure (CCSS.ELA.11-12.3A).</li> <li>• Students will use a variety of techniques to sequence events so that they build on one another to create a coherent whole with the goal of creating a particular tone (CCSS.ELA11-12.3C).</li> <li>• Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, settings, events, and characters</li> </ul>
--	--	--

(CCSS.ELA11-12.3D).

**Required Readings:**

None/Student Chosen

**Substitute and Additional Materials:**

None/Student Chosen

**Assignments:**

- Students will be choosing and leading their own assignment strategies for this unit and will be asked to call upon any or all of the strategies and assignments they have completed throughout the year to do so.
- Students will be assigned into learning groups and divide roles to complete their self-guided learning for the final unit.

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

- 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.

**Debrief Topics/Unit Crosslink Topics/Advanced Discussion**

- Ø What does science predict will happen with the global climate crisis? How to we reconcile our view of humanity and morality with what we have done and the consequences we face?
- Ø Do disaster films fall under the umbrella of science fiction?
- Ø What do you think will be the next big technological advancement that lays claim to social consciousness?

## **Alternate Use: Notes on Time Limitations or Choice of Focus**

**Should completion be cut short by re-teaching, a desire to focus more heavily on other units, or other time-related constraints, the following changes can reduce the time spent in the unit while still meeting the primary educational goals.**

**Alternate Time: 2.5 Weeks**

<p><b>Essential Question Focus</b></p> <ol style="list-style-type: none"> <li>1. What changes in technology have impacted your personal life?</li> <li>2. What social problems or anxieties do you feel most connected to?</li> <li>3. What will be the themes written about in sci-fi for the next 10 years?</li> </ol>	<p><b>Content Objective Focus</b></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> </ul>	<p><b>Skill Objective Focus</b></p> <ul style="list-style-type: none"> <li>• Students will write narratives using effective technique, well-chosen details, and well-structured event sequences (CCSS.ELA.11-12.3).</li> <li>• Students will engage and orient the reader by setting out a situation, observation, or problem and detailing its significance to the narrative structure (CCSS.ELA.11-12.3A).</li> <li>• Students will use a variety of techniques to sequence events so that they build on one another to create a coherent whole with the goal of creating a particular tone (CCSS.ELA11-12.3C).</li> </ul>
<p><b>Reading Focus:</b></p> <p>None/Student Chosen</p>		
<p><b>CROSS UNIT SKILL AND CONTENT OBJECTIVES</b></p> <p>The Content and Skill objectives provided below will not be specific to a single unit or grouping of units. Instead, they will be used, developed, revised, and explored continually throughout the course. These objectives are used as a bridge between units and as a basis of acquisition in the course as a whole. Please read the course units as if each contain the following Content and Skill objectives in addition to those listed for the specific unit.</p>		

<p><b>Content Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will identify major themes of the explored works.</li> <li>● Students will discuss the possible scientific and political influences on the authors in the creation of their works</li> <li>● Students will use the themes of the work to identify and discuss the validity of the Author's social commentary and predictions.</li> <li>● Students will compare the author's predictions of the future with their (the student's) current experiences.</li> <li>● Students will analyze the text to identify the Author's fears regarding technology's effects on human nature/the human condition.</li> <li>● Students will use active journaling to track their progress in the unit/course as well as keep notes for class activities.</li> <li>● Students will participate in group discussions.</li> </ul>	<p><b>Skill Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will read critically and use active reading skills to infer the author's intent and state of mind when writing the texts.</li> <li>● Students will develop critical thinking skills through the connection of world events to writing of the time period.</li> <li>● Students will identify narrative themes, tone, and intent.</li> <li>● Students will create accurate and detailed correlations between world events, world technological advancement, and published works.</li> <li>● Students will develop and practice positive study habits for the analysis of literature.</li> <li>● Students will create connections between historical events and their effect on social consciousness.</li> </ul>
<p><b>Writing Assignments (REQUIRED):</b>  <i>Give examples of the writing assignments and the use of critical analysis within the writing assignments.</i></p>	
<p><b>Assessment: Summative for Unit 1(Key Assignment)</b></p> <ul style="list-style-type: none"> <li>○ Creative Writing – Storybook Summary.</li> </ul> <p>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.</p> <p><b>Assessment: Summative for Unit 2(Key Assignment)</b></p> <ul style="list-style-type: none"> <li>○ Creative Writing – Slippery Slope Narratives</li> </ul> <p>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.</p>	

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

- 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.
- (Alternate) 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 describe if their reactions to the propaganda films and compare what students created with what was experienced in observing real propaganda in the research phase of the assignment.
- (Alternate) Descriptive Essay – *The Last Enemy*
  - Student will develop a thesis regarding the climatic end of WWII and the social climate it created during the Cold War and support their opinion with evidence from historical sources as well as with their personal analysis of the author's themes in the relative work.

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

- 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 7 (Key Assignment)**

- 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 MATERIALS (REQUIRED)

Title: The Futurist Manifesto	Edition: <b>None</b>
Author: Filippo Tommaso Marinetti	ISBN: <b>None</b>
Publisher: <b>None</b>	Publication Date: 1909
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Title: The Machine Stops	Edition:
Author: E. M. Forster	ISBN: :9781684220984
Publisher:	Publication Date: 1909
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Title: The Iron Heel	Edition:
Author: Jack London	ISBN:979-8614865160
Publisher:	Publication Date: 1907
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Title: City of Endless Night	Edition:
Author: Milo M. Hastings	ISBN:9789388370134
Publisher:	Publication Date: 1920
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Brave New World	Edition:
Author: Aldous Huxley	ISBN:
Publisher:	Publication Date: 1932
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Nightfall	Edition:
Author: Isaac Asimov	ISBN:9780593357460
Publisher:	Publication Date: 1941
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: 1984	Edition:
Author: George Orwell	ISBN:
Publisher:	Publication Date: 1949
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Title: The Last Enemy	Edition:
Author: H. Beam Piper	ISBN:979-8455116391
Publisher:	Publication Date: 1950
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Fahrenheit 451	Edition:
Author: Ray Bradbury	ISBN:
Publisher:	Publication Date: 1953
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	



Title: Starship Troopers	Edition:
Author: Robert Heinlein	ISBN:9780441783588
Publisher:	Publication Date: 1959
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Dune	Edition:
Author: Frank Herbert	ISBN:9780441172719
Publisher:	Publication Date: 1965
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Title: Make Room, Make Room	Edition:
Author: Harry Harrison	ISBN:9780765318855
Publisher:	Publication Date: 1966
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: The Moon is a Harsh Mistress	Edition:
Author: Robert Heinlein	ISBN:9781291459395
Publisher:	Publication Date: 1966
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: The Long Walk	Edition:
Author: Stephen King	ISBN:9781291459395
Publisher:	Publication Date: 1979
Usage:	

<input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
--	--

Title: Neuromances	Edition:
Author: William Gibson	ISBN:9780441569595
Publisher:	Publication Date: 1984
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Jurassic Park	Edition:
Author: Michael Crichton	ISBN:978-0345538987
Publisher:	Publication Date: 1990
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Title: Veniss Underground	Edition:
Author: Jeff Vandermeer	ISBN:9780553383560
Publisher:	Publication Date: 2003
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$4360.20	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$4360.20

**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 1 (Key Assignment)**

- 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 2 (Key Assignment)**

- 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 3 (Key Assignment)**

- 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.
- (Alternate) 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 describe if their reactions to the propaganda films and compare what students created with what was experienced in observing real propaganda in the research phase of the assignment.
- (Alternate) Descriptive Essay – *The Last Enemy*
  - Student will develop a thesis regarding the climatic end of WWII and the social climate it created during the Cold War and support their support their opinion with evidence from historical sources as

well as with their personal analysis of the author's themes in the relative work.

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

- 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 5 (Key Assignment)*

- 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 6 (Key Assignment)*

- 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 7 (Key Assignment)*

- 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.

- o Socratic Seminars
- o Journal Writing
- o Group Semantic Mapping
- o Timeline Creation – Compare and Contrast Events
- o Dramatic Passage Reading
- o Small Group Reflective Moral Discussions
- o Style Comparison Research
- o Debate
- o Performance Creation
- o Lecture – Historical Content
- o Detailed Passage Analysis
- o Author Mini-Biography
- o Graphic Organizers
- o Technology Link Discussion
- o Reflective Moral Discussion
- o Self-Morality Comparison/Evaluation
- o Moral Dilemma Debate
- o Student Lecture Series – Political and Technological Influences
- o Past-Present Comparison Analysis
- o Timeline Comparisons
- o Moral Dilemma Debate
- o Narrative Event Analysis
- o Book Talks – Modern Comparison
- o Review Writing
- o Reflective Outcome Discussions
- o Style Comparison Research
- o Historical Timeline Analysis
- o Character, Setting, and Narrative Event Analysis
- o Visual vs. Written Media Comparisons
- o Page/Reading Analysis
- o Group analysis (Character, Setting, Event)
- o Cross-Media Content Analysis
- o Parallel Writing
- o Artistic Summary

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

Please list different methods of assessments that will be used.

Project based  
Performative

Formative  
Summative  
Formal  
Informal

### 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 1900's.</li> <li>Students will create a list of technologies showcased at the World's Fairs of the early 1900's.</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>	<ul style="list-style-type: none"> <li>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task and purpose of content analysis. (CCSS.ELA.11-12.4)</li> <li>Students will conduct short research project to answer instructor, peer, and self generated questions regarding the construction of fictional works in the time period. (CCSS.ELA.11-12.8)</li> <li>Students will analyze the relationship between emerging technologies and industrialization to the</li> </ul>	<i>The Futurist Manifesto</i> by Filippo Marinetti  <i>The Machine Stops</i> by E. M. Forster  <i>The Iron Heel</i> by Jack London	Turn of the 20 <sup>th</sup> Century: 1900's Pre WW1

		perception of daily life in industrialized areas and/or cities.		
30	<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> </ul> <p>Students will participate in comparative analysis discussions and create detailed group notes.</p>	<ul style="list-style-type: none"> <li>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.ELA11-12.4).</li> <li>Students will write narratives to develop real or imagined experiences using effective technique, well chosen details, and well-constructed sequence (CCSS.ELA11-12.3).</li> <li>Students will engage and orient</li> </ul>	<p><i>City of Endless Night</i> by Milo M. Hastings</p> <p><i>Brave New World</i> by Aldous Huxley</p> <p><i>Nightfall</i> by Isaac Asimov</p>	Between the Great World Wars

		<p>the reader of their narrative by setting out a problem, situation, or observation and establishing a narrative significance through the use of multiple points of view, introduction of a narrator, or introduction of characters (CCSS.ELA11-12.3A).</p> <ul style="list-style-type: none"> <li>• Students will use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences or characters (CCSS.ELA11-12.3B).</li> <li>• Students will use precise</li> </ul>		
--	--	--	--	--



		words and phrases, telling details, and sensory language to convey a vivid picture of experiences, settings, events, and characters (CCSS.ELA11-12.3D).		
30	<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>Skill Objectives:</p> <ul style="list-style-type: none"> <li>Students will develop and write arguments to support a claim in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence (CCSS.ELA11-12.1).</li> <li>Students will develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each (CCSS.ELA11-12.1B).</li> <li>Student will use words, phrases,</li> </ul>	<p><i>1984</i> by George Orwell</p> <p><i>The Last Enemy</i> by H. Beam Piper</p>	<p>Atomics, Cameras, and Spies Change the World</p>

		<p>clauses, as well as a varied syntax to link the major sections of their text, create cohesion, and clarify the relationships between their claims and identified counterclaims (CCSS.ELA11-12.1C).</p> <ul style="list-style-type: none"> <li>• Students will conduct a sustained research project to answer a questions or solve a problem (CCSS.ELA11-12.7).</li> <li>• Students will synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation (CCSS.ELA11-12.7).</li> <li>• Students will provide a concluding statement or section that follows from or supports the argument presented (CCSS.ELA11-12.1E)</li> </ul>		
--	--	--	--	--

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> <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>	<ul style="list-style-type: none"> <li>Students will Establish and maintain a formal style and tone while attending to the norms and conventions of the discipline in which they are writing (CCSS.ELA11-12.1D).</li> <li>Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences (CCSS.ELA11-12.3).</li> <li>Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (CCSS.ELA11-12.4).</li> <li>Students will provide a conclusion that follows from and reflects on what is experienced, observed, or</li> </ul>	<p>Fahrenheit 451 by Ray Bradbury</p> <p><i>Starship Troopers</i> by Robert Heinlein</p> <p><i>Dune</i> by Frank Herbert</p> <p><i>Make Room, Make Room</i> by Harry Harrison</p> <p><i>The Moon is a Harsh Mistress</i> by Robert A. Heinlein</p>	Height of the Cold War
----	---	--	--	------------------------

		<p>resolved over the course of the narrative (CCSS.ELA11-12.3E).</p> <ul style="list-style-type: none"> <li>Students will strengthen and develop writing through planning, revising, editing, and rewriting while maintaining a focus on the specific purpose or significance for their audience (CCSS.ELA11-12.5).</li> </ul>		
35	<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>	<ul style="list-style-type: none"> <li>Students will analyze multiple interpretations of a story, evaluating how each version interprets the source text (CCSS.ELA.11-12.7).</li> <li>Students will integrate multiple sources across diverse formats and media to make informed decisions and solve problems (CCSS.ELA.11-12.2).</li> <li>Students will evaluate the credibility and accuracy of multiple</li> </ul>	<p><i>The Long Walk</i> by Stephen King</p> <p><i>Neuromancer</i> by William Gibson</p> <p><i>Jurassic Park</i> by Michael Crichton</p>	Moon Landing Changes the World of Technology

		<p>sources in parallel (CCSS.ELA.11-12.2).</p> <ul style="list-style-type: none"> <li>Students will present information, findings, and supporting evidences to convey a clear ad distinctive perspective such that listeners can follow the line of reasoning (CCSS.ELA.11-12.4).</li> <li>Students will make strategic use of digital media in presentations to enhance the understanding of findings, reasoning, and/or evidence as well as add to audience interest (CCSS.ELA.11-12.5).</li> </ul>		
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</li> </ul>	<ul style="list-style-type: none"> <li>Students will present, conveying a clear and distinct perspective such that listeners can follow the narrative or line of reasoning (CCSS.ELA.11-12.4).</li> <li></li> </ul>	<i>Veniss Underground</i> by Jeff VanderMeer	Beyond 2000

	<p>affect writers in the following 10 years.</p>	<p>Students will make strategic use of digital media in presentations to enhance understanding and to add to audience interest (CCSS.ELA.11-12.5).</p> <ul style="list-style-type: none"> <li>• Students will use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify complex ideas and concepts (CCSS.ELA.11-12.2C).</li> <li>• Students will produce clear and coherent presentations which display organization and style appropriate for their task and purpose (CCSS.ELA.11-12.4).</li> <li>• Students will gather relevant media resources, data, or tools using digital research skills (CCSS.ELA.11-12.8).</li> </ul>		
--	--	---	--	--

10	<ul style="list-style-type: none"> <li>• Students will apply their knowledge from the semester to guide their own learning through the formation and management of student study groups for the final unit.</li> <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>Skill Objectives:</p> <ul style="list-style-type: none"> <li>• Students will present ideas, conveying a clear and distinct perspective such that listeners can follow their narrative through their development of style, substance, and thematic elements (CCSS.ELA.11-12.4).</li> <li>• Students will provide constructive feedback to clarify the position on a topic or issue, challenge ideas and conclusions, or promote divergent and creative perspectives (CCSS.ELA.11-12.1C).</li> <li>• Students will establish an effective style and theme for the purpose of constructing a stylistic narrative (CCSS.ELA.11-12.1D).</li> <li>• Students will write narratives using effective technique, well-chosen</li> </ul>	Student Chosen	Here and Now: 2010 and Beyond
----	--	---	----------------	-------------------------------

		<p>details, and well-structured event sequences (CCSS.ELA.11-12.3).</p> <ul style="list-style-type: none"> <li>• Students will engage and orient the reader by setting out a situation, observation, or problem and detailing its significance to the narrative structure (CCSS.ELA.11-12.3A).</li> <li>• Students will use a variety of techniques to sequence events so that they build on one another to create a coherent whole with the goal of creating a particular tone (CCSS.ELA11-12.3C).</li> <li>• Students will use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, settings, events, and characters (CCSS.ELA11-12.3D).</li> </ul>		
--	--	---	--	--



--	--	--	--	--

### C. HONORS COURSES ONLY

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

--

### D. BACKGROUND INFORMATION

**Context for course (optional)**

--

**History of Course Development (optional)**

The course was previously developed and approved and is currently being taught at Paloma. This update includes the new reading materials for the purposes as listed above.

Title	Revised Course Critical Science Fiction and the Future 12/12
File name	Critical_Science_...e_Rev2024__1_.pdf
Document ID	e1072c6b8fc6564f2c0157fc0e40acda882a0d5d
Audit trail date format	MM / DD / YYYY
Status	● Signed

## Document History



**12 / 16 / 2024**  
17:51:20 UTC

Sent for signature to Shannyn Cahoon (shannyn.cahoon@puhsd.org) and Joseph Williams (joseph.williams@puhsd.org) from beth.heyden@puhsd.org  
IP: 204.100.211.11



**12 / 16 / 2024**  
17:51:45 UTC

Viewed by Shannyn Cahoon (shannyn.cahoon@puhsd.org)  
IP: 204.100.211.13



**12 / 16 / 2024**  
17:53:31 UTC

Signed by Shannyn Cahoon (shannyn.cahoon@puhsd.org)  
IP: 204.100.211.13



**01 / 17 / 2025**  
17:29:59 UTC

Viewed by Joseph Williams (joseph.williams@puhsd.org)  
IP: 204.100.211.13



**01 / 17 / 2025**  
17:30:11 UTC

Signed by Joseph Williams (joseph.williams@puhsd.org)  
IP: 204.100.211.13



**01 / 17 / 2025**  
17:30:11 UTC

The document has been completed.