

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE English 4: Science Fiction			
DISTRICT COURSE NUMBER #0138		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2117	
Rationale:	This class is one of many senior English choices which will fulfil the fourth year English requirement colleges require. This class will focus on the genre of science fiction and explore the many themes the genre presents.		
Course Description that will be in the Course Directory:	This is a survey course in the literary genre of science fiction. This course will define, analyze, and interpret the genre of Science Fiction. The course covers contemporary science fiction writers such as Orson Scott Card to classic works of science fiction from authors like Heinlein, Herbert, and Asimov. A great deal of reading and writing will be demanded in this course. For a reading list of the titles taught, contact your site's course instructor. This class will meet the 4th year English requirement for a-g.		
How Does this Course align with or meet State and District content standards?	This course will correlate with National Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input checked="" type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject English) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input checked="" type="checkbox"/> College Prep
Prerequisites:	Successful completion of English 1, 2, and 3		
Department(s):	English		
District Sites:	ORHS, PHS, UMHS, Virtual Academy		
Board of Trustees COS Adoption Date:	5/14/2013		
Textbooks / Instructional Materials:	Novels		

Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	NA

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: English 4 - Science Fiction #0138

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EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Hero's Journey**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Reading Standards - Literature 11-12:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 11-12:

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **(See grade 11–12 Language standards 4–6 for additional expectations.) CA**
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards 11-12:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes. CA**

SLS 11-12:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence (**e.g., reflective, historical investigation, response to literature presentations**), conveying a clear and distinct perspective **and a logical argument**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA**

- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA**

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LS 11-12: 1-6

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**
 - c. Consult general and specialized reference materials (e.g., **college-level dictionaries, rhyming dictionaries, bilingual dictionaries**, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **CA**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reviewing the classic hero's journey, students will read texts such as *Ender's Game* or *Starship Troopers*. Students will discuss the quest of the protagonist and determine if the characters follow the classic hero's journey. During this unit and to assist in learning the classic journey steps, the students will look at contemporary heroes' journeys and compare those to the protagonist in either novel. Class discussion will be focused on clarifying plot elements as well as dilemmas and decisions faced by the protagonist. Students will then prepare a classic hero's journey presentation on their selected hero and compare to the novel's hero.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of the Hero's Journey. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories or Orson Scott Card's *Ender's Game* or Robert Heinlein's *Starship Troopers*.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. Teachers may choose from any of the following activities:

Dialectical journals, journal writes, quizzes, Socratic seminar, debates, student presentations, group presentations, literature circles, full-process essays, analytical essays, quick writes, informal quizzes, media presentations on the hero's journey.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding of the material. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Ecology of Civilizations and Utopian Worlds**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7 (see previous unit for text on specific standards)

RS 11-12: 10 (see previous unit for text on specific standard)

WS 11-12: 1a-f (see previous unit for text on specific standards)

2a-f: 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA**
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WS 11-12: 4-5, 7-8 (See previous unit for text on specific standards)

SLS 11-12: 1 a-d, 2, 4b, 5 (See previous unit for text on specific standards)

LS 11-12: 1-6 (See previous unit for text on specific standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reviewing elements of utopian ideals, students will read texts such as *Dune*, or *Stranger in a Strange Land* and/or short stories. Students will discuss elements that make a society function by meeting the needs of the individuals within that society. Class discussions will focus on what individuals/societies need to be content as well as functioning. Student may read a selection of articles/essays by societal thinkers (ie. Jefferson, Thoreau, Marx, Plato) as a start to class discussion. Socratic Seminars and utopia project will help students develop their thinking.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of utopia. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories or Robert Heinlein's *Stranger in a Strange Land* or Frank Herbert's *Dune*.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and informative assessments. The teacher may choose from any of the following activities:

Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student media presentations, group presentations, literature circles, persuasive essays, analytical essays, research papers, tests, informal quizzes, debates, student generated questions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Dystopian Worlds**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10 (See first unit for text on specific standards)

RSIT 11-12:4, 7 (See first unit for text on specific standards)

WS 11-12: 1a-f, 4-5, 7-8 (See first unit for text on specific standards)

SLS 11-12: 1a-d, 2 (See first unit for text on specific standards)

LS 11-12: 1-6 (See first unit for text on specific standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reviewing the elements of a utopia, the student will begin to explore the theme of dystopia. Students will read a novel in the dystopian theme and evaluate the societal triggers that move a society from a utopia to a dystopia. Some of the novel options are Aldous Huxley's *A Brave New World* or George Orwell's *1984*. Working in groups, students will collaboratively prepare class questions for discussions on issues presented in the selected novels. Students will research topics highlighted in novels and prepare presentations.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of the dystopia. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories or Aldous Huxley's *Brave New World*, or George Orwell's *1984*, Anthony Burgess's *A Clockwork Orange*.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. Teachers may choose from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, presentations on theme, motive, or characterization, reading quizzes, informal quizzes, graphic organizers.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Free Will versus Determination**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10 (See first unit for specific text on standards)
RSIT 11-12:4, 7 (See first unit for specific text on standards)
WS 11-12: 1a-f or 2a-f (See first and second unit for specific text on standards)
WS 11-12: 4-5, 7-8 (See first unit for specific text on standards)
SLS 11-12: 1 a-d, 2 (See first unit for specific text on standards)
LS 11-12: 1-6 (See first unit for specific text on standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reviewing the difference between free will and determination, students will use the information to judge the character's choices in the selected novel and determine the philosophical stance of the author. To assist the student in understanding the different schools of thought, essays by philosophers (Plato etc) or historical writers ((Tuchman) maybe used to lauch discussion and make the themes of the novels accessable to the students.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of the free will vs. determination. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories or H.G. Wells' The War of the Worlds, Robert Heinlein's Starship Troopers, Kurt Vonnegut's Slaughterhouse Five, or Isaac Asimov's Foundation.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both formative and summative assessments. Teacher may choose from the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essay, analytical essay, full-process essay, research papers, presentation on theme, motif, or characterization, graded discussions, quick writes, student generated questions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Satire/Parody**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10 (See first unit for specific text on standards)

RSIT 11-12:4, 7 (See first unit for specific text on standards)

WS 11-12: 3a-e

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

WS 11-12: 4-5 (See first unit for text on specific standards)

WS 11-12: 10

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SLS 11-12: 1a (See first unit on specific text on standards)

LS 11-12: 1-6 (See first unit on specific text on standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reviewing the definitions of satire/parody students will read various examples of satire/parody to determine the appropriate application and intended purpose of each. While reading the unit's selected text, student will practice writing satire/parody as a way to further understanding. In addition viewing and reading of satire/parody will aid the student in the purpose of the genre.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the use of the satire/parody technique. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories ("Harrison Bergeron" or "Ado") or Douglas Adam's The Hitchhiker's Guide to the Galaxy or H.G. Wells' The War of the World.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. Teachers may choose from the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, persuasive speeches, quick writes, informal quizzes, media presentations.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Popular Fiction**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10 (See first unit for specific text on standards)

RSIT 11-12:4, 7 (See first unit for specific text on standards)

WS 11-12: 1a-f or 2a-f (See first and second text on standards)

WS 11-12: 4-5, 10 (See first and previous units for specific text on standards)

SLS 11-12: 1a (See first unit for specific text on standards)

LS 11-12: 1-6 (See first unit for specific text on standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will get an opportunity to evaluate a popular fiction novel that has a high interest level and compare writing to all the books read in their high school career. Student will be asked to make a judgment between what is popular fiction and what is literature. Students will imitate well known authors' writing style such as Hemingway, Thoreau, Hawthorne, etc. Through this unit, the student will come to understand the difference between literature and books that are for entertainment purposes only.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of the Hero's Journey. Teachers will incorporate standards into lessons relating to texts such as A.E. VanVogt's *Slan*, Elizabeth Moon's *Once a Hero*, or Anne McCaffrey's *Freedom's Landing*.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. Teacher may select from the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essay, analytical essay, full-process essays, media presentations, informal debates, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **Technology and Humanity**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10 (See first unit for specific text on standards)

RSIT 11-12:4, 7 (See first unit for specific text on standards)

WS 11-12: 1a-f, 4-5, 10 (See first unit and Satire/Parody unit for specific text on standards)

SLS 11-12: 1a-d, 2 (See first unit for specific text on standards)

LS 11-12: 1-6 (See first unit for specific text on standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading science fiction short stories and or novel options, students will use the reading material to develop an opinion on how technology affects humanity. In this unit, student will look at the effect of technology on human development. Some big questions would be how has the development of technology changed the way we function, how has the development of technology changed the way we communicate, how has technology changed the way we interact with each other, with other countries, with individuals? The teacher may use essays, video podcasts, blogs, questions for discussion to foster class discussion.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the theme of technology and humanity. Teachers will incorporate standards into lessons relating to texts such as a selections of science fiction short stories or Philip K. Dick's Do Androids Dream of Electric Sheep.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assesement. The teacher may choose from the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, biographies, media presenations, graded discussions, quick writes, graded debates, tests.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Science Fiction**

Course Number: **#0138**

Unit Title: **College Application Essay**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RSIT 11-12:4, 7 (See first unit for specific text on standards)

WS 11-12: 3a-e, 10 (See Satire/Parody unit for specific text on standards)

WS 11-12: 4-5 (See first unit for specific text on standards)

LS 11-12: 1-6 (See first unit for specific text on standards)

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After several reading several reflective essays/articles/poems and completing reflective exercises, students will write their college application essay or a reflective essay depending upon the student's need. In order for students to write selected reflective piece, the teacher will use different genres of reflection: poetry, quick writes, essays, art, collages. After personal reflection, student will look at profession reflection such as essays and poems. After proper brainstorming, the student will begin drafting their own writing.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments and other available technology to engage students in depth analysis of art of reflection and narration.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. Teacher may choose any of the following: Dialectical journals, journal writes, student presentations, poems, collages, biographical narratives, quick writes, student performance in oral activities (think-pair-share, fish bowl, and jigsaw).

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.