

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Science Fiction/ Fantasy

Course Number: 00099

Course Prerequisites: None

Course Description: This course covers the development of the science fiction and fantasy genres. Students will explore timeless themes and age-old conflicts of the human experience. Students will be required to read, discuss, and write about a selection of novels, stories, and plays.

Suggested Grade Level: 9-12

Length of Course: X One Semester Two Semesters Other (Describe)

Units of Credit: .5 (Insert *NONE* if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): CSPG 42

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

Required/Suggested Reading:

- **Minimum of one science fiction work listed below:**
 - A. *Rendezvous with Rama* – Arthur C. Clarke
 - B. *The Martian Chronicles* – Ray Bradbury
 - C. *Foundation* – Isaac Asimov
 - D. *Elric of Melnibone Series* – Michael Moorcock
 - E. *Dune* – Frank Herbert
- **Minimum of one fantasy work listed below:**
 - F. *Earthsea Series* – Ursula K. Le Guin
 - G. *The Chronicles of Narnia Series* – C.S. Lewis
 - H. *The Lord of the Rings Trilogy* – J.R.R. Tolkien
 - I. *Harry Potter Series* – J.K. Rowling
- **Short stories related to the science fiction and fantasy genres according to teacher recommendation**

BOARD APPROVAL:

Date Written: 10/09/2015; Revision (8/21/2017)

Date Approved: September 1, 2017

Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Assessment Anchor and Anchor Descriptor: 1.3 Reading Literature Students read and respond to works of literature —with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
PA Core Standard: CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B	Eligible Content: Not state assessed.

<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.G 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.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.3.11–12.J 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.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p>Assessment Anchor and Anchor Descriptor: 1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>PA Core Standard:</p>	<p>Eligible Content:</p>

<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> •Use parallel structure. •Use various types of phrases and clauses to convey specific meanings and add variety and interest. •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>Not state assessed.</p>
<p>Assessment Anchor and Anchor Descriptor: 1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>PA Core Standard:</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.</p> <p>CC.1.5.11–12.D</p>	<p>Eligible Content:</p> <p>Not state assessed.</p>

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	
---	--

CC.1.5.11–12.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

See Curriculum Map - <Science Fiction/ Fantasy>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response

Suggested Summative Assessments:

- Per teacher recommendation, students will complete a summative assessment relating to an original science fiction or fantasy that may include the following:
 - Essays
 - Projects
 - Quizzes/tests
 - Student presentations

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): None

WRITING TEAM: Jennifer Franklin with input from teachers across the district

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes _____ No
2. Does this course issue a mark/grade for the report card?
 X Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes X No
4. Is the course mark/grade part of the GPA calculation?
 X Yes _____ No
5. Is the course eligible for Honor Roll calculation? X Yes _____ No
6. What is the academic weight of the course?
_____ No weight/Non credit X Standard weight
_____ Enhanced weight (Describe) AP