RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**SCIENCE FICTION AND FANTASY: LITERATURE AND MEDIA
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
January 25, 2016**

**Revision to Remove CCSS and Replace with NJSLS
Approved by the RBOE: November 14, 2016**

INTRODUCTION

This semester long class will focus on the genres of Science Fiction and Fantasy. Science Fiction and Fantasy are two genres that require a willing suspension of disbelief to be enjoyed and appreciated. Writers mix and match aspects of these distinct genres to create amazing tales of super technological feats and magical powers as the result of advanced genetic engineering, wars with aliens who possess amazing telekinetic powers and worlds where communities are stricken and saved by unpredictable and unstoppable diseases. Science Fiction and Fantasy are predictions of the future and romanticism of the past. It is the place where we accept the illogical as logical, the unreasonable as reasonable, and open our minds to a plethora of possibilities.

Interdisciplinary curriculum coordination is possible with other departments of the school. Throughout the year, students may use resources from these departments in order to complete various assignments.

Science Fiction and Fantasy: Literature and Media is an elective. It does not fulfill the English graduation requirement.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: http://www.state.nj.us/education/cccs/2016/ela/

COURSE OUTLINE

This one semester course is designed to examine the historical and theoretical development of the science fiction and fantasy genres, from their early precursors to contemporary works. Students will read, analyze, and critique works of science fiction and fantasy as an exploration of their literary merit. In addition, students will explore how the themes and concepts displayed within the text relate to, are influenced by, and influence aspects of the rapidly changing technological and scientific advancement in the society around them. Students will be expected to formulate and articulate their ideas regarding specific aspects of the individual texts and the genre overall through essay writing, creative presentations, fiction writing, and personal responses.

In this class, students will:
- Enhance their ability to understand, appreciate, and discuss works of science fiction and fantasy through extensive reading and discussion of short stories, novels and plays.

- Analyze works of science fiction and fantasy for plot structure, setting, characterization, theme, and narrative point of view.
- Develop an understanding of critical analysis of science fiction and fantasy through careful examination of adaptations of literary texts, focusing on character development, dramatic structure, and performance.
- Learn and utilize the terminology of science fiction and fantasy, both those terms shared with literary discussion (character, plot, theme, setting) and those specific to cinema (lighting, dialogue, special effects, etc.).
- Develop the ability to foresee the consequence of an action into the future, realistically or unrealistically.
- Demonstrate an understanding of the possibilities and problems involved in the transposition of literature to film, applying terminology and critical skills acquired during the semester to analyze a cinematic adaptation of a text not discussed in class.
- Analyze for the following themes:
  - Utopia/Dystopia
  - Limits of Humanity
  - Social Issues
    - Tolerance
    - Diversity
    - Gender/Class Relations
  - Hero's Journey
  - Morality and Ethics
  - Escapism
  - Coming of Age
  - Alienation
  - Identity Struggles
  - Gothicism
  - Romanticism

PROFICIENCY LEVELS

Science Fiction and Fantasy: Literature and Media is designed for students in grades 10-12. No prerequisite is required.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of evaluative techniques that include, but are not limited to, the following items:
- Peer, Teacher, and Self Evaluation
- Tests
- Quizzes
- Homework
- Classwork
- Class Participation
- Writing Assignments
- Individual Projects, Presentations and Reports

- Group Projects, Presentations and Reports
- Technology Projects
- Journals/Blogs

- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - Throughout the year the teacher will provide the language arts supervisor with suggestions for improving and changing the curriculum in regard to meeting the course objectives and how they align with state standards.

- Final Exam
  - The final exam administered at the end of the course is worth 20% of each student's final grade, as per Board policy. The content of this exam is determined by the individual teacher, and may include material from the first two quarters, although emphasis is to be placed on the latter half of the course content.

GROUPING

Science Fiction and Fantasy: Literature and Media is a heterogeneously grouped class; therefore, no level placement criteria apply to this course.

ARTICULATION/SCOPE & SEQUENCE/TIME FRAME

Science Fiction and Fantasy: Literature and Media is a one-semester course open to students in grades 10, 11, and/or 12.

RESOURCES

- Internet articles and various websites
  - Students are encouraged to use print materials from the Internet on various topics related to Science Fiction and Fantasy selections that can enhance the curriculum with the approval of the administration.

- Technology
  - Students are expected to use technological equipment in order to produce a research essay approved by the teacher. Students also encouraged to make full use of technological resources for research-based projects and to supplement the literature and articles read in class.

- Supplies/Materials
  - Students must have abundant access to print media, electronic media and the Internet. DVDs are to be used with teacher discretion.

- Texts
  - Some of the literature we will study may include, but is not limited to the following works:
    - *2001: A Space Odyssey – Arthur C. Clarke*

- - *Brave New World – Aldus Huxley*
  - *Fellowship of the Ring – J.R.R. Tolkien*
  - *A Wizard of Earthsea – Ursula Le Guin*
  - *"On Fairy Stories" – J.R.R. Tolkien*

- Supplemental Readings
  - Supplemental readings may consist of any media related to course content to be used with teacher discretion and/or supervisor approval.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES
- Students will read the assigned novels and write literature responses on a regular basis.
- Students will utilize and improve their research and writing skills through several unit projects.
- Students will be required to participate in class debates and discussions regarding, specifically, the essential questions and concepts for the course.
  - Where do Science Fiction and Fantasy literature fit into our education?
  - How do our choices today affect the world of tomorrow?
  - What role will current technologies play in the future?
  - Can reading be fun, worthwhile, and educational at the same time?

INTERDISCIPLINARY CONNECTIONS

Science Fiction and Fantasy: Literature and Media has virtually unlimited possibilities for interdisciplinary connections, such as history, science, technology, music, and psychology.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

PROFESSIONAL DEVELOPMENT

The teacher(s) will continue to improve her/his expertise through participation in a variety of professional development opportunities as provided by the Board of Education and other organizations. Updating one's knowledge of teaching strategies for Science Fiction and Fantasy: Literature and Media will be a primary goal of professional development for the teacher(s).

CURRICULUM MAP

September /February	October /March	November /April	December /May	January /June
- Background information on Fantasy/Adventure literature, its themes, Tolkien, and Joseph Campbell's Hero's Journey

- Selections from *Grimm's Fairy Tales*

- Excerpts from Tolkien's translation of *Beowulf* and his essay "On Fairy Stories"

- Read, discuss, and apply themes | - Continue to read and discuss *Fellowship of the Ring*

- Culminating assessment on *Fellowship of the Ring*

- Background information on Le Guin and introduction of themes

- Read, discuss, and apply themes to Le Guin's *A Wizard of Earthsea* | - Continue to read, discuss, and apply themes to Le Guin's *A Wizard of Earthsea*

- Comparative literature essay on *Fellowship* and *Earthsea,* or another teacher-approved Fantasy novel the students may have read

- **Opt:** Selections of short Fantasy works as comparative literature

- Background | - Continue to read, discuss, and apply themes to Clarke's *2001: A Space Odyssey*

- Culminating assessment on *2002: A Space Odyssey*

Opt: - Film version of *2001: A Space Odyssey*

- Background information on Huxley and dystopian literature

- Read, discuss, | - Continue to read, discuss, and apply themes to Huxley's *Brave New World*

- Culminating assessment on *Brave New World*

Opt: - Various selections of *Star Trek: The Next Generation* episodes

Opt: - *Star Wars: A New Hope* |

to Tolkien's novel *Fellowship of the Ring* - Socratic seminars, theme journals, and in-class writings	- Socratic seminars, theme journals, and in-class writings	information on Sci-fi genre themes and social critiques, and A.C. Clarke - Read, discuss, and apply themes to Clarke's *2001: A Space Odyssey*	and apply themes to Huxley's *Brave New World*	- Culminating assessment on Sci-fi/Fantasy genres (research paper, essay, or a project on a teacher-approved novel as comparative literature)