

Spaulding High School

Course Title: Science Fiction

Department: English

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Course Description:

This course focuses on the truths revealed about human nature, society, and technology in the alternate worlds created in a variety of science-fiction works. Students will analyze how the content is imaginative, but base in science and technology of the future. Students will identify and discuss key elements of the societies the authors create in order to envision possible futures and ways in which science and technology might evolve

Topics/Areas of Study/Units of Study:

1. Intro Unit: College/Narrative Essay
2. *I, Robot*--Isaac Asimov (Less Guided Unit)
3. *Frankenstein*. (Less Guided Unit)
4. Independent choice of book/short story and author study (Independent Unit)
5. Ongoing: Vocabulary and Grammar

Materials/Text(s): varies

Replacement cost(s): average replacement cost is around \$12/book

Assessment/Reassessment:

Performance indicators will be assessed at the end of each unit, using a graduated system. For example, the first major unit will be highly guided. This means students will be doing assessments with the teacher and their peers. Students will be able to show proficiency with support. The next major unit will be less guided, but it will still contain supports to reach proficiency. Students will then have a minimum of two opportunities to show proficiency independently. It is the independent assessments that will determine a student's progress with the standards.

Safety protocols (these may change over the course of the year):

- Covid-19 Handbook [LINK](#)
- Specifically for in-classroom:
 - Wear your mask over your nose and mouth at all times
 - Wipe down your desk/chair/materials before leaving
 - No food/drink other than water in the classroom
 - Don't leave any possessions in classrooms

Expectations:

- While cell phones and other personal devices have important uses in the 21st century, they are not required for the successful completion of this course. It is my expectation that all of these devices are powered down and out of sight during class. If you have an academic need to use your device, **please ask first** and be ready to explain what that need is. Absolutely no phones may be accessed during any assessment.
- Chromebooks should be brought to class and sufficiently charged. Charging Chromebooks during class is not allowed. If for whatever reason your Chromebook is not ready for class, it is your responsibility to sign out a back-up before class begins. Your habits regarding

your Chromebook use and readiness directly correlate to your Accountability/Habits of Work, and can affect your ability to meet proficiency in class.

- Attendance will be taken for every block (AM, 1, 2, 3, & 4) on Monday, Tuesday, Thursday, and Friday. This applies to both in person and remote attendance.
- Remote attendance is taken via a Google Form in each class on Mon, Tues, Thurs, Fri . This includes all morning and afternoon classes.
- Students are responsible for submitting their attendance forms (until we have a better name for it) to/via Google classroom before the end of each block they attend.
- Attendance is taken at 9am Advisory on Wednesdays.

Remote Expectations:

- Student Expectations [LINK](#)

List of Assessed Course Standards:

STANDARD	PERFORMANCE INDICATORS
<u>READING:</u> (Students will comprehend, interpret, analyze, and evaluation a wide range and level of complex literary and informational texts)	<ul style="list-style-type: none"> • R.a. Cite evidence to support analysis • R.b. Determine central ideas and analyze their development Demonstrate proficiency in at least two of the remaining performance indicators: <ul style="list-style-type: none"> • R.g. Analyze Multiple Interpretations • R.h. Evaluate argument
<u>WRITING:</u> (Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.)	<ul style="list-style-type: none"> • W.a. Write synthesis/argument essays to support claims with multiple, relevant sources Demonstrate proficiency in at least two of the remaining performance indicators: <ul style="list-style-type: none"> • W.c. Write narratives • W.d. Use the writing process • W.e. Use standard citation format (MLA) to integrate information • W.f. Use reflection/metacognition
<u>SPEAKING AND LISTENING:</u> (Students will indicate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.)	<ul style="list-style-type: none"> • S/L.a. Refer to evidence from text Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • S/L.b. Operate effectively in a group • S/L.c. Respond thoughtfully and respectfully
<u>PRESENTATION:</u> (Students will present information, findings, and supporting evidence conveying a clear and distinct perspective.)	<ul style="list-style-type: none"> • P.a. Develop a clear line of reasoning Demonstrate proficiency in at least one of the remaining performance indicators: <ul style="list-style-type: none"> • P.c. Use audience/purpose awareness • P.d. Use digital media to enhance presentation
<u>LANGUAGE:</u> (Students will demonstrate command of the conventions of standard English grammar and usage when writing or	<ul style="list-style-type: none"> • L.a. Demonstrate command of conventions • L.e. Acquire and use academic vocabulary Demonstrate proficiency in at least one of the remaining performance indicators:

speaking.)

- L.c. Determine the meaning of words/phrases
- L.f. Demonstrate vocabulary independence