

FORM 400**CURRICULUM PROPOSAL**

Fern Ridge School District 28J

1. Name of Course or Activity: **Science Fiction and World Building** School: **FRMS**2. Check One: Change in old course **New Course**3. Implementation Dates: **Beginning Fall 2026**4. Target Group: **7th and 8th Grade Students at FRMS; students interested in science fiction; students interested in the study of how a society works.**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

Science Fiction and World Building is a semester-long elective in which students explore world building in the science fiction genre using skills taught in a social studies classroom. Students will look at how different imaginary worlds are constructed by exploring themes such as war, leadership, government, social structure, economic systems, and problem solving. Students will work collaboratively in groups and individually on projects, creative writing, analyzing, map making, and more.

Adding this elective to Fern Ridge Middle School will allow us to continue to provide students, through our electives, the chance to explore and learn more about the things that interest them.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	_____

Initiator(s) **Joshua Metzger**
 School **Fern Ridge Middle School**

Position: **Teacher**
 Date **4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Science Fiction and World Building

INITIATOR: Joshua Metzger

1. Submitted to: _____ Date: _____
(Curriculum Associate)

Signature: _____ Date: _____

2. Submitted to: Oliver Johnson Date: 4-10-26
(Supervising Administrator)

Signature: [Signature] Date: 4-11-26

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending
Supt. & Board approval

Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____ Date: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized
_____ Implementation with specified modification is authorized
_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Course Outline

Unit 1: Introduction to Science Fiction and World-Building

Weeks 1–2

Students are introduced to the science fiction genre and the concept of “other worlds.” Through selected clips from Star Wars and Star Trek, students analyze how different worlds are constructed and what makes them believable.

Key Topics:

- Elements of science fiction
- Types of “other worlds”
- Introduction to world-building

Assessment:

Creation of an original fictional world (map and description)

Unit 2: War, Leadership, and Strategy

Weeks 3–7

Core Text: Ender’s Game

Students examine leadership, decision-making, and ethical dilemmas in a high-stakes futuristic environment.

Key Topics:

- Leadership and responsibility
- Ethics of conflict
- Individual vs system

Assessment:

Analytical writing and strategy-based reflection

Unit 3: Time, Space, and Imagination

Weeks 8–10

Core Text: A Wrinkle in Time

Students explore alternate dimensions, the relationship between science and imagination, and themes of courage and identity.

Key Topics:

- Alternate realities
- Good vs evil in science fiction
- Scientific imagination

Assessment:

Creative narrative writing project

Unit 4: Systems, Survival, and Failing Worlds

Weeks 11–14

Core Text: The City of Ember

Students analyze a constructed society facing systemic failure. Emphasis is placed on infrastructure, leadership, and problem-solving.

Key Topics:

- Resource management and scarcity
- Government and societal structure
- Problem-solving and innovation

Assessment:

Project-based assessment focused on redesigning or improving a failing system

Unit 5: Complex Worlds and Resource Control

Weeks 15–16

Supplemental Text: Excerpts from Dune

Students explore how environment and resource scarcity shape societies and power structures.

Key Topics:

- Environmental influence on culture
- Resource control and conflict
- Comparative world analysis

Assessment:

Comparative analysis of fictional worlds

Unit 6: Comparative Science Fiction and Final Project

Weeks 17–18

Students synthesize their learning by comparing major science fiction universes and applying their understanding through a culminating project.

Media Focus:

- Star Wars
- Star Trek

Final Project:

Students will design and present an original “other world,” including:

- Environment and geography
 - Society and governing systems
 - Central conflict
 - Visual representation (map, model, or digital design)
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Skills Developed

- Critical reading and analysis
 - Written and verbal communication
 - Creative problem-solving
 - Collaboration and discussion
 - Systems thinking
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