

## **Course: Literature: Science Fiction (ELA)**

### **Length: 1 semester (Juniors and Seniors)**

Course Description: While utilizing and building literary analysis and academic writing skillsets, this course will broaden each student's literary schema with engaging short stories and novels that show the science fiction genre as more than pulp magazine stories and dystopian sagas. On a daily basis, Students should be prepared to read closely, think critically, and write thoughtfully.

The course will focus on science fiction that blends literary art with scientific and philosophical speculation. It will survey the history of the genre, and then delve into representative themes. Students will examine the composition of science fiction from a writer's standpoint, as well as societal norms and value systems ranging from traditional to modern to post-modern.

Short stories and novels will be selected to engage learners in higher-level thinking that involves speculation and/or extrapolation. While available technology defines the genre, analyzing how technology influences society and its values, earthy or in the cosmos, opens each work to historical comparisons and analysis of current trends.

### **ISBE Course Codes:**

#### **01052A000 English/Literature (juniors and seniors)**

English/Literature (juniors and seniors) courses are designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical thinking and analytic skills.

#### **01061A000 Literature of a Genre**

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, film, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

## **Illinois State Standards:**

CC.11-12.R.L.4 Craft and Structure: 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.

CC.11-12.R.L.9 Integration of Knowledge and Ideas: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CC.11-12.R.I.1 Key Ideas and Details: 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.

CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.W.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.11-12.W.8 Research to Build and Present Knowledge: 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.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.