

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Science Fiction
Grade 12

2021

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Science Fiction
Grade 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Science Fiction course is offered to Trumbull High School seniors in an effort to provide a wide variety of experiences in a popular and substantive genre. The course is one that has often been requested by members of the student body who wanted to explore works that were overlooked in other courses in the English curriculum. This course allows students to meet the standards of the state framework while engaging in the study of novels, short stories, graphic novels, and films relevant to their interests.

Science Fiction allows the reader to explore important issues and themes through unlikely or alternative settings, characters, and conflicts. It grants the reader a passport into imaginary worlds grounded in reality. The best writers in the genre can create engaging stories about animating the dead, exploring the universe, and discovering mystical creatures, but they also comment about contemporary societal issues and human nature along the way. Students who take this course will examine political turmoil, the dangers and benefits of science and technology, and the importance of myths in modern day culture. Students will also gain insight into desire and its consequences and effects, the struggle for identity and personal freedom, and the types of ethical and moral dilemmas that one faces in our world.

This course fosters independent thinking and learning. Students will analyze, make inferences and generate questions about the texts that go beyond the literal elements of the stories and move into a greater level of understanding.

Students will find enrichment in the wide range of texts in the course. The genres of science fiction, horror, and fantasy are represented in the curriculum and will pose different types of thematic questions and conflicts. After taking this course, students will be motivated to explore new literary worlds and become life-long readers, seeking out the types of imaginative works that both transport them into alternative realms and expose them to relevant issues that concern the modern world.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

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| CCS.ELA-LITERACY.RL.11-12.1 | 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. |
| CCS.ELA-LITERACY.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCS.ELA-LITERACY.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| CCS.ELA-LITERACY.RL.11-12.4 | 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. |
| CCS.ELA-LITERACY.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| CCS.ELA-LITERACY.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| CCS.ELA-LITERACY.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

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| CCSS.ELA-LITERACY.RI.11-12.1 | 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. |
| CCSS.ELA-LITERACY.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| CCSS.ELA-LITERACY.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| CCSS.ELA-LITERACY.W.11-12.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| CCSS.ELA-LITERACY.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top |
| CCSS.ELA-LITERACY.W.11-12.8 | 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. |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| CCSS.ELA-LITERACY.SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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. |

CCSS.ELA-LITERACY.L.11-12.6

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.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Science Fiction literature is as rich for analysis as other genres of literature.
- Science Fiction helps us understand our society, culture, and the world at large.
- Science Fiction writers explore various perspectives on the benefits and dangers of technology.
- Science Fiction carries on the traditions of storytelling established in ancient world mythology.

COURSE ESSENTIAL QUESTIONS

- Why is Science Fiction such a popular genre for readers?
- How do Science Fiction writers reveal truths about our society, culture, and politics through their fictional worlds, stories, and characters?
- How does Science Fiction reveal us? Shape us? Reflect us?
- How do the themes of Science Fiction change to reflect the times in which the stories are written?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to identify and comprehend the content and formatting of a hard story.
 - How to write in the inverted pyramid format with an effective headline and lead.
 - How to distinguish hard news from opinion journalism.
 - How to assess the credibility of an author, source, and media outlet.
 - The differences between editorials, op-eds, and columns.
 - How to evaluate the effectiveness of an opinion article.
 - How to evaluate and write in such supporting modes as features, reviews, and sports.
- Students will be able to . . .
 - Identify modes of journalism based on their distinct qualities.
 - Analyze pieces of journalism based on their credibility and overall effectiveness.
 - Utilize journalism to further their understanding of the world.
 - Write analytical documents in response to published articles.
 - Write effective articles in the various modes of journalism which adhere to the qualities of each mode.

COURSE SYLLABUS

Course Name

Science Fiction

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

This course offers a thematic examination of the world of science fiction and, to a lesser extent, the fantasy and horror genres. Students will examine contemporary issues such as humankind's place in the universe, "the other" in society, the effectiveness of various forms of government, the benefits and dangers of technology, and many more. The course will offer selections from such writers as Mary Shelly, Ray Bradbury, Richard Matheson, Philip K. Dick, Robert Holdstock, and Frank Herbert. Students will also explore various short stories, graphic novels and films related to the genres. Students will also explore the genre's influence on filmmakers from the last century. Students will be expected to read, discuss, and write about each major work in the course including written responses, analytical essays, and creative writing. Students will also complete both individual and group projects related to the readings and genre.

Assured Assessments

Formative Assessments:

- Written Responses
- Class Participation

Summative Assessments:

- Analytical Essay
- Research Project
- Final Examination

Core Texts

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Dick, Philip K. *Do Androids Dream of Electric Sheep?* Print.
- Herbert, Frank. *Dune*. Print.
- Holdstock, Robert. *Mythago Wood*. Print.
- Matheson, Richard. *I Am Legend*. Print.
- Shelly, Mary. *Frankenstein*. Print.

Supplemental Texts

- Graphic novels from the Trumbull High School Media Center collection
- Teacher selected articles and multimedia

UNIT 1

Science Fiction's Representation and Study of Societal, Cultural, and Political Turmoil

Unit Goals

At the completion of this unit, students will:

- CCS.ELA-LITERACY.RL.11-12.1 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.
- CCS.ELA-LITERACY.RL.11-12.2 **Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**
- CCS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCS.ELA-LITERACY.RL.11-12.4 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.
- CCS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCS.ELA-LITERACY.RL.11-12.6 **Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**
- CCS.ELA-

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|-------------------------------|---|
| LITERACY.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| CCSS.ELA-LITERACY.W.11-12.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| CCSS.ELA-LITERACY.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| CCSS.ELA-LITERACY.L.11-12.6 | 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. |

Unit Essential Questions

- How do the causes and effects of societal, cultural and political turmoil in literary worlds reflect those in our own world?
- How do readers make text to self, text to text, and text to world connections when studying the Science Fiction genre?

Unit Scope and Sequence

- *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury
- In this unit, students will read *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury to discover the causes and effects of political turmoil on the individual and society. In *Dune*, students will examine the role of individuals in political parties and how they struggle with making appropriate moral and ethical decisions. Students will also examine why revolutions occur and the effects they have on the decisions of the government and citizens.
- The students will connect the text to historical and contemporary political situations such as the American Revolution, the rise of fascism in the 20th century, the Vietnam Era, and the recent conflicts in the Middle East.

- In *The Martian Chronicles*, students will continue to connect the ideas of political turmoil and decision making to the issues of colonialism, nationalism, ethnic prejudice, and nation building.
- The students will connect these issues to historical and modern circumstances such as the settling and creation of the United States, the colonialism of Great Britain, the rise of Hitler in Germany, the Civil Rights movement, and genocide and ethnic cleansing in areas like Rwanda and Bosnia.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Herbert, Frank. *Dune*. Print.

Supplemental

- *Dune* (1984). Directed by David Lynch. Film.
- *Dune* (2021). Directed by Denis Villeneuve. Film.
- Palahniuk, Chuck. "Obsolete." Print.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 4-8 Weeks

UNIT 2

Science Fiction's Representation and Study of the Dangers and Benefits of Science, Technology, and Exploration

Unit Goals

At the completion of this unit, students will:

- CCS.ELA-LITERACY.RL.11-12.1** **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.**
- CCS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCS.ELA-LITERACY.RL.11-12.3** **Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**
- CCS.ELA-LITERACY.RL.11-12.4 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.
- CCS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-
LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**CCSS.ELA-
LITERACY.W.11-12.1.B**

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

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.

Unit Essential Questions

- How do the dangers and benefits of science, technology, and exploration in literary worlds reflect those in our own world?
- How does location, culture, and history influence Science Fiction writers' examinations of the dangers and benefits of science, technology, and exploration?
- What is the connection between the study of science and ethical and moral integrity?
- How do the main characters in the texts and people in general make decisions based on both their moral and ethical beliefs and what happens when they stray from those beliefs?

Unit Scope and Sequence

- *Frankenstein* by Mary Shelley and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick
- In this unit, students will read *Frankenstein* by Mary Shelly and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick and examine the role of science, technology, and exploration in society. Each text asks the question “Should the advancement of science and technology be limitless or are there moral and ethical boundaries which should not be crossed?” In *Frankenstein*, students will examine Dr. Frankenstein’s reasoning for creating the monster and the conflicts that arise from his actions and choices. Students will also consider the effects Frankenstein’s decisions have on society and the creation itself. Connections to the modern world can be made through ties to cloning, stem cell research, Hitler’s desire to create the perfect race, and the creation of the atomic bomb.
- In *Do Androids Dream of Electric Sheep?*, students will see the progression of the monster in the form of a more advanced, accepted type of artificial being.
- The questions become more complex, however, when the reader considers the nature of an entire society where artificial beings are created to serve the human population. Students will consider if these beings deserve the equal treatment and rights that are given to a thinking, feeling individual, whether they were born in a hospital or a factory. Connections to the modern world can be established through the discussion of modern issues of equality and difference such as racism, sexism, and other forms of bias.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Dick, Philip K. *Do Androids Dream of Electric Sheep?*. Print.
- Shelley, Mary. *Frankenstein*. Print.

Supplemental

- *Blade Runner*. Directed by Ridley Scott. Film.
- *Blade Runner 2049*. Directed by Denis Villeneuve. Film.
- *Bride of Frankenstein* (1935). Directed by James Whale. Film.
- Britton, Kim W. "The Summer of 1816." Print.
- Dick, Philip K. "The Eyes Have It." Print.
- Dick, Philip K. "The Variable Man." Print.
- Dick, Philip K. "We Can Remember It For You Wholesale." Print.
- *Frankenstein* (1931). Directed by James Whale. Film.
- *Universal Horror*. Directed by Kevin Brownlow. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 6-8 Weeks

UNIT 3

Science Fiction As Modern Mythology

Unit Goals

At the completion of this unit, students will:

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| CCS.ELA-LITERACY.RL.11-12.1 | 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. |
| CCS.ELA-LITERACY.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| CCS.ELA-LITERACY.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| CCS.ELA-LITERACY.RL.11-12.4 | 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. |
| CCS.ELA-LITERACY.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| CCS.ELA-LITERACY.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

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| CCS.ELA-LITERACY.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| CCSS.ELA-LITERACY.RI.11-12.1 | 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. |
| CCSS.ELA-LITERACY.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| CCSS.ELA-LITERACY.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| CCSS.ELA-LITERACY.W.11-12.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| CCSS.ELA-LITERACY.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top |
| CCSS.ELA-LITERACY.W.11-12.8 | 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. |
| CCSS.ELA-LITERACY.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

CCSS.ELA-LITERACY.SL.11-12.2 **Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.**

CCSS.ELA-LITERACY.L.11-12.6 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.

Unit Essential Questions

- In which ways are Science Fiction stories built on mythological archetypes?
- How does Science Fiction carry on the traditions of ancient mythology today?

Unit Scope and Sequence

- *I Am Legend* by Richard Matheson and/or *Mythago Wood* by Robert Holdstock
- *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates
- In this unit, students will read *Mythago Wood* by Robert Holdstock and/or *I am Legend* by Richard Matheson and examine the role of mythology in contemporary works and society. In *Mythago Wood*, students will look at mythological archetypes such as creation, fertility, and hero myths that are present and how they determine the characters' thoughts and actions. Students will also understand why these archetypes are important to the characters. Students can make connections to ancient mythology and the influences of mythology on modern day society in such areas as films, advertising, products, and literature.
- In *I Am Legend*, students will examine traditional mythological figures in a modern context. Students will explore how the role of the hero applies to the character Robert Neville. Students will also analyze how the role of the hero and villain are sometimes a matter of perspective. Students will apply mythological archetypes and the hero cycle to examples found in other works and society.
- Students will consider why the vampire myth is so popular and the reasons why the creature's story is significant in both an ancient and modern context.
- Students will read *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates and examine the role of the hero in ancient and in modern storytelling. Students will connect the classical hero cycle to the roles, personalities, and journeys of contemporary superheroes.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will complete a research project based on monsters (if connecting to *I Am Legend* or *Mythago Wood*) or graphic novels (if connecting to *Black Panther A Nation Under Our Feet* or *Captain America: Winter in America*)

Resources

Core

- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Holdstock, Robert. *Mythago Wood*. Print
- Matheson, Richard. *I Am Legend*. Print

Supplemental

- *Bram Stoker's Dracula*. Directed by Francis Ford Coppola. Film.
- Burroughs, Edgar Rice. *A Princess of Mars*. Print.
- Burroughs, Edgar Rice. *Gods of Mars*. Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Dracula* (1931). Directed by Tod Browning. Film.
- *The Empire Strikes Back*. Directed by Irving Kirshner. Film
- Howard, Robert E. "Hour of the Dragon." Print
- Howard, Robert E. "Red Nails." Print.
- Miller, Frank. *The Dark Knight Returns*. Print.
- Moore, Alan. *Watchmen*. Print.
- *Nosferatu* (1922). Directed by F.W. Murnau. Film.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- *Star Wars*. Directed by George Lucas. Film.
- Stillman, Peter R. *Introduction to Myth*. Print.
- Stoker, Bram. *Dracula*. Print.
- *Return of the Jedi*. Directed by Richard Marquand. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English.

CURRENT REFERENCES

- Britton, Kim W. "The Summer of 1816." Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- Stillman, Peter R. *Introduction to Myth*. Print.
- *Universal Horror*. Directed by Kevin Brownlow. Film.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Science Fiction Participation Rubric
- Written Response Rubric
- Monster Project Rubric & Graphic Novel Rubric (Note: these assignments may be given individually or in small groups based on the level, scope, ability of each class. Rubrics may be adjusted to reflect whether the assignment is in small groups for an entire period or individually for a shorter period of time.)
- Final Examination Rubrics

OTHER RESOURCES

- Sample Essay Unit One
- Sample Essays Unit Two
- Sample Monster Project & Sample Graphic Novel Project
- Sample Written Response Questions
- Final Examination
- Final Examination Sample Study Guide

Trumbull High School School-Wide Reading Rubric

| Category/Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|--------------------------|--|---|---|---|
| Respond X _____ | Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation | Demonstrates understanding of text by: <ul style="list-style-type: none"> • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by: <ul style="list-style-type: none"> • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text |
| Interpret X _____ | Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by : <ul style="list-style-type: none"> • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by : <ul style="list-style-type: none"> • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text |
| Connect X _____ | Demonstrates perceptive connections <ul style="list-style-type: none"> • text to text • text to self • text to world | Demonstrates specific connections <ul style="list-style-type: none"> • text to text • text to self • text to world | Demonstrates general connections <ul style="list-style-type: none"> • text to text • text to self • text to world | Struggles to make connections <ul style="list-style-type: none"> • text to text • text to self • text to world |
| Evaluate X _____ | Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text <ul style="list-style-type: none"> • Synthesis of text • Express a personal opinion. | Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> • critical analysis to form a conclusion from the text • thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> • Forms a superficial conclusion from the text • Assesses the quality of the text • Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> • Forming a conclusion from the text • Assessing the quality of the text • Using text to express personal opinion(s) |

Trumbull High School School-Wide Writing Rubric

| Category/Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|---------------------------|--|--|--|---|
| | Student work: | Student work: | Student work: | Student work: |
| Purpose X_____ | <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task | <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task | <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task | <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task |
| Organization X_____ | <ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions | <ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions | <ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions | <ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions |
| Content X_____ | <ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples | <ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples | <ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples | <ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples |
| Use of Language X_____ | <ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning | <ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning | <ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning | <ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning |

Trumbull High School School-Wide Independent Learning and Thinking Rubric

| Category/Weight | Exemplary 4 | Goal 3 | Working Toward Goal 2 | Needs Support 1-0 |
|--|---|---|--|--|
| Proposal x_____ | Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. | Student demonstrates initiative by generating appropriate questions, creating original projects/work. | Student demonstrates some initiative by generating questions, creating appropriate projects/work. | Student demonstrates limited or no initiative by generating few questions and creating projects/work. |
| Independent Research & Development x_____ | Student is analytical, insightful, and works independently to reach a solution. | Student is analytical, and works productively to reach a solution. | Student reaches a solution with direction. | Student is unable to reach a solution without consistent assistance. |
| Presentation of Finished Product x_____ | <p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p> | <p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p> | <p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p> | <p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p> |

Science Fiction Participation Rubric

30-27

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful evidence from the text as support for ideas
- Respects and actively listens to others' ideas/opinions

26-24

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers textual support for ideas
- Respects and listens to others' ideas/opinions

23-21

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

20-12

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

11-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

Written Response Rubric

20-18

- Fully developed ideas with exceptional support
- Two or more solid, direct quotes from text
- Well-written in terms of structure and word choice and voice
- 650-850 words in length (typed, double-spaced, 12 point type)
- Answers the question fully, directions followed

17-16

- Developed ideas with adequate support
- Two quotes from text which relate to ideas
- Structure is effective and word choice is appropriate
- 500-650 words in length
- Answers the question, directions followed

15-13

- Partially developed ideas with some support
- One quote from text, unrelated examples
- Un-structured and confusing, simple word choice, lacks voice
- 250-500 words in length
- Questions not fully answered or considered

12-8

- Few, underdeveloped ideas with little support
- One quote or no quotes, inappropriate or unusual examples
- Lack of coherency, difficult to follow
- 250 word or less
- Question ignored or not answered

Monster Project Rubric Sample

WHAT YOU NEED TO DO:

During your presentation you will be assessed on overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three described in Section 1 of the Assignment Sheet.

___ / 25

During your presentation you will be assessed on the accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.

___ / 25

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aid in the presentation quality of your visual aids in the presentation. This includes the quality of your screenshots. Your visual aids should address all 5 bullets in the section entitled: “You will present your selection to the class, demonstrating your knowledge of:” It should be attractive, informative, and easy to understand.

___ / 30

Your active involvement/participation on this assignment will be measured both on how you construct your presentation and what you document in your personal reflection. In your reflection, you must document any and all examples of your active participation in this project. Explain how you created your presentation and which actions you took throughout the process. Explain, what you did, how you did it, and what you learned.

Reflection:
___ / 20

TOTAL: ___ / 100

Graphic Novel Project Rubric Sample

WHAT YOU NEED TO DO:

Your presentation should last the entire class period. During your presentation, you will be assessed on the quality and level of interactivity of your 35-40 minute presentation to the class. You will also be assessed on the quality and detail of your responses in the additional 5-10 minute Q&A period.

___ / 20

During your presentation, you will be assessed on the accuracy of your content and the depth of your analysis of the work and its significance to the industry and literary world as a whole.

___ / 20

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aids in the presentation, including your powerpoint or prezi and any additional materials you produce (it may be a handout, a poster, a documentary-like video clip, etc.) Your visual aids should address all 5 bullets in the section entitled: "You will present your selection to the class, demonstrating your knowledge of." They should be attractive, informative, detailed, and easy to understand.

___ / 30

Your active involvement/participation as an equal group member will be measured both on how you conduct yourself in the presentation (10 points) and what you document in your individual 2 page reflection (20 points). In your reflection, you must document any and all examples of your active participation in this project. It must be typed in Times New Roman 12 point font, double-spaced. Explain which ideas were yours and which actions you took throughout the process (Answer: What did you do? How did you do it? What did you learn?)

Involvement in presentation:
___ / 10

Reflection:
___ / 20

Final Examination Rubric – Essay 1 (Informal Essay Response)

| | Thesis - 1 | Evidence & Support - 2 | Ideas - 3 | Organization and Mechanics and Style - 4 |
|---|--|--|---|---|
| 6 | <ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides ample and convincing evidence from text AND real life historical/contemporary event (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. | <ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text AND real life historical/contemporary event (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. | <ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary. |
| 5 | <ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text AND real life historical/contemporary event. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. | <ul style="list-style-type: none"> -Displays original insight which illuminates the text AND real life historical/contemporary event. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. | <ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary. |
| 4 | <ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides sufficient evidence from the text AND real life historical/contemporary event. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. | <ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. | <ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary. |
| 3 | <ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides some evidence from the text AND real life historical/contemporary event. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. | <ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. | <ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice. |
| 2 | <ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. | <ul style="list-style-type: none"> -Provides minimal evidence from the text OR real life historical/contemporary event. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. | <ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. | <ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice. |
| 1 | <ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. | <ul style="list-style-type: none"> -No concrete evidence or examples from text OR real life historical/contemporary event. -No connection between support, evidence, and thesis. | <ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. | <ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc. |

Final Examination Rubric – Essay 2 (Course Texts/Formal Essay)

| | Thesis - 1 | Evidence & Support - 2 | Ideas - 3 | Organization and Mechanics and Style - 4 |
|---|--|--|--|---|
| 6 | <ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides ample and convincing evidence from text (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. | <ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text. (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. | <ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary. |
| 5 | <ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. | <ul style="list-style-type: none"> -Displays original insight which illuminates the text. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. | <ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary. |
| 4 | <ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides sufficient evidence from the text. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. | <ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. | <ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary. |
| 3 | <ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. | <ul style="list-style-type: none"> -Provides some evidence from the text. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. | <ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. | <ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice. |
| 2 | <ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. | <ul style="list-style-type: none"> -Provides minimal evidence from the text. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. | <ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. | <ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice. |
| 1 | <ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. | <ul style="list-style-type: none"> -No concrete evidence or examples from text. -No connection between support, evidence, and thesis. | <ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. | <ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc. |

Sample Essay Unit 1

The Martian Chronicles

Many science fiction stories are thinly-veiled commentaries about modern life and/or human nature. After reading Ray Bradbury's *The Martian Chronicles* which chapter/story seems the most relatable to modern thinking, societal/cultural values, or human behavior (negative or positive behavior/traits)? To answer this question, you must select one story and focus and then fully support your answer with solid examples from your selected story. Be sure to analyze the elements of the story that make it so topical or relatable to a modern audience as well.

Each response should be 2-4 pages in length and is due at the end of class.

Sample Essays Unit 2

Do Androids Dream of Electric Sheep?

Respond to one of the following questions in a 1000-1250 word critical analysis essay. Use plentiful quotes throughout and be sure to explain your evidence. Please use 12 point font and standard margins, spacing, and MLA Format.

Choose one of the following prompts:

1. One important question asked in the novel is “what makes a living being human?” What is Dick’s answer to this question? How are androids and humans contrasted in this novel, and to what purpose?
2. Is Dick’s view on human nature inherently negative, positive, mixed, or ambiguous? What elements in the novel support this view?
3. The two competing outside forces in this novel are religion and the media. Is either one more beneficial to the characters in the novel (Mercerism vs. Buster Friendly) or do they both serve a more sinister purpose?

All essays are due on _____

Please turn in your essay to Turnitin.com.

Frankenstein

Throughout the reading of Mary Shelly's Frankenstein, we spent a lot of time talking about what it is to be human. Depending on a person's definition of what it is to be human, it could be argued that either Victor Frankenstein or his Monster has more qualities that are human.

Now it is time for you to take a stance. Write an essay in which you **create your own working definition for what it means to be human**, and then **determine which of these two characters contains qualities that are more human over the other**. After providing your definition and stance, support your position with solid, detailed evidence.

Directions: This will be a 1000-1200 word, typed essay. You will use Times New Roman size 12 font. Your essay will be double-spaced. There will be no extra space between paragraphs. You will need to include at least one quote in each of your body paragraphs. Remember that your evidence should back up your thesis statement. It should be specific to your thesis. You then need to explain how this evidence supports your thesis.

Citing rules: You can view the rules for it at www.mla.org. Here is an example for you to follow:

Frankenstein's Monster shows he can hold a mean grudge when he says to Victor, "I shall be with you on your wedding-night" (195).

Due dates:

The rough draft for this essay is due on _____
The final essay is due on _____

We will spend time in class peer-editing/revising. You must turn in your essay as a hard copy in class and as an electronic copy to turnitin.com No essays will be taken after _____, and you will lose 10 points for every day the paper is late. If you are going to be absent, it is your responsibility to hand in the essay. If you are absent for an extended period of time and have no way of turning in a hard copy, you still must submit an electronic copy to turnitin.com for it to count as being on time.

This assignment is worth 100 points, and it is the first major grade for marking period ___. Feel free to schedule an appointment for extra help if you need some assistance during the editing/revision process. Good luck!

Monster Research Project Sample

As we have learned so far in class, writers and filmmakers have portrayed the same monster in a variety of ways to meet the needs of the story and/or audience. Your job in this assignment is to research and present your findings on the portrayal of one monster of your choosing in multiple works across time.

Select and research one monster that has been portrayed in multiple ways over time in books, television, and/or movies. It could be a mainstream monster (like Dracula), an urban legend monster (like Bigfoot), or any monster in between! You will ultimately be presenting on three different works. You can if you want to, but you do not have to read entire books or watch entire films for this assignment. You are welcome to research these works based on the wealth of information available about them on the web and in books.

Section 1: You will present your selection to the class. Your presentation will consist of:

- Based on your research and on the works covered, develop a thesis about your monster. Your thesis should be an overall statement about how your monster functions in the literary world.
- Analysis of Work One: a malevolent portrayal of your monster in a book, show, or film
- Analysis of Work Two: a sympathetic portrayal of your monster in a book, show, or film
- Analysis of Work Three: an additional portrayal of your monster from either perspective (or another perspective of your choice) from a significantly different period of time than your first two examples
- Every monster has essential qualities which are present in all stories that feature it. Despite the different portrayals of your monster in the stories you researched, what qualities of the three works remain the same? Focus on the character qualities of the monster itself and the major themes and motifs of the stories. Move beyond the literal and display higher level thinking.

Section 2: You will be assessed on the following milestones:

- The overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three as described in Section 1 of the Assignment Sheet.
- The accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.
- The quality of your visual aids and written ideas and explanations in the presentation. This includes the quality of your screenshots.
- Your individual reflection paper, citing in detail what you did to complete this project, what you learned, and how you learned it. Your reflection should be 500 words typed.

Helpful hints:

- Be mindful of the screenshots you choose for your presentation. Screenshots should, at most, be “PG-13” in nature. If you think it may not be appropriate, do not use the screenshot! If the screenshot is inappropriate for class, your teacher will stop viewing your presentation and you will be assessed only on what is already assessable in the prior sided.
- Remember that even horror fans have a variety of different levels of exposure to literary monsters. Your presentation should be interesting to both amateurs and experts of the world of monsters.
- Just like the works you will be presenting on, visual aids could vary in terms of effectiveness. If it’s too plain, people won’t be interested. If it’s too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.

This project is worth 100 points, and it is a major assignment for this marking period. Have fun, and good luck!

Graphic Novel Research Project Sample

You will check out a book from the media center for this assignment. You will research and study one comic book/graphic novel collection which changed the way people look at comics in one way or another. It could be a book that defined the 1980s movement towards gritty realism and scholastic thinking; it could be a book that defined the shift from the Golden Age to the Silver Age of comics; it could be the controversial 1940s-1950s movement of EC Comics; it could be anything in between!

Requirements for this assignment:

- Each group will complete and present one powerpoint or prezi presentation for an entire class period.
- Each student will submit one 2 page reflection response (typed, Times New Roman 12 point font, double-spaced)

You will create a powerpoint or prezi presentation on your selection, demonstrating your knowledge of:

- the work as a whole
- the authors/artists/company involved
- the state of the comic industry at the original time of publication
- the reason(s) the work is significant, including analysis of the work which demonstrates its importance. You should analyze and discuss both the text and the artwork of the book.
- the impact the work has had on the industry

You will be assessed on the following milestones:

- the accuracy of your content, the depth of your analysis of the work and its significance to the industry/literary world as a whole
- the quality of your powerpoint or prezi presentation
- Your individual reflection paper, citing in detail what you learned, and how you learned it. What do you know about your story or about graphic novels in general that you didn't know before? Your reflection should be about 2 pages typed, double-spaced.

Helpful hints:

- Just like comic book artwork itself, the visual aids in your powerpoint or prezi could vary in terms of effectiveness. If it's too plain, people won't be interested. If it's too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.
- The powerpoint or prezi presentation should be about the graphic novel you selected, addressing the 6 bullets above under "demonstrating your knowledge of:" The reflection should be about you, your process in completing the assignment, and what you learned from completing the assignment.

This project will be worth 100 points, and it is a major assignment for this marking period.

Printed powerpoints/prezis, visual aids, and individual student reflections will all be due on the same day, regardless of when your group is presenting. **All printed materials will be due on _____**. You will receive a 10% penalty in the specific rubric category for every day these documents are late (-3 per day for the entire group on late visual aids & -2 per day for the individual student with a late reflection).

Sample Written Response Questions

I Am Legend

Sample A

Definitions of “hero” and “anti-hero” from thefreedictionary.com:

“Hero:

1. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
2. A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life: soldiers and nurses who were heroes in an unpopular war.

Anti-hero: A main character in a dramatic or narrative work who is characterized by a lack of traditional heroic qualities, such as idealism or courage.”

Is Robert Neville a hero or an anti-hero? Use the definitions up top to frame your idea and include at least three specific elements from the text to support your argument. Be specific.

Sample B

As we read and discussed Richard Matheson’s *I Am Legend*, we spent a lot of time talking about how the author integrated the mythology of the vampire into a modern tale. We noticed that the author took various steps to present the mythology of the vampire (desire for blood, disdain for garlic, etc.) to the reader in a logical and scientific manner. Now, it is up to you to decide whether or not you bought it:

Was the mythology of the vampires used effectively and convincingly in *I Am Legend*?

To answer this completely you must take a definitive stance whether you thought the author was effective or ineffective in implementing classic vampire mythology into this modern vampire tale. You then must provide specific examples of how vampire mythology is used in the book, and why it is effective and convincing.

A Princess of Mars

In the novel so far, which supporting character has had the greatest influence on John Carter? How come? How does this influence reveal Carter's personality and affect his decision making?

Science Fiction Final Exam

Part I – Informal Essay Response

Read the two quotations below:

“I can picture in my mind a world without war, a world without hate. And I could picture us attacking that world, because they’d never expect it.”

-Jack Handy

“Only when we have to fight to stay human do we realize how precious it is. How dear to us.”

-Invasion of the Body

Snatchers

In an informal essay, respond to ONE of the quotes, connecting it to one of the works we’ve read this semester (**must be a novel**) AND to a real life historical/contemporary event. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You must be sure to explain the quote and your connections to the quote. Be as specific as possible.

Part II – Course Texts/Formal Essay

Read the two quotations below:

“(Science Fiction) Literature is an uttering, or outering, of the human imagination. It lets the shadowy forms of thought and feeling — heaven, hell, monsters, angels and all — out into the light, where we can take a good look at them and perhaps come to a better understanding of who we are and what we want, and what the limits to those wants may be.”

-Margaret Wood, “Why We Need Science Fiction,” The Guardian

“Science Fiction writers foresee the inevitable, and although problems and catastrophes may be inevitable, solutions are not.”

-Isaac Asimov

In an essay, explain the significance of ONE of the quotes to the characters and a common theme of two of the works we studied this semester (**may be either 2 novels, or a novel and a film—You may NOT discuss the work you used in your first response**). Think “big picture,” be original, and show insight in your answer. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You will be graded on your ability to draw inferences and conclusions, give clear explanations, and cite evidence (specific examples, not plot summary) to support your points. Reflect on the quote and extend your understanding of the text. Your response should be organized (introduction, body paragraphs and conclusion), developed and elaborated.

Science Fiction Sample Final Exam Study Guide

Works Covered:

- *Frankenstein* by Mary Shelly
- *I Am Legend* by Richard Matheson
- *The Martian Chronicles* by Ray Bradbury
- *Bride of Frankenstein* (film)

Test Format:

- Two open-ended questions, each with its own rubric. Both questions will assess your understanding of the science fiction genre.
- For one question, you may support your answer using one text covered in the course, and one personal/historical/contemporary connection. For the other question, you may support your answer using **either** two texts covered in the course, **or** one text and one film.

Study Tips:

- Do not confuse this test format with the major assessments taken in class during the semester. The in-class tests were scored holistically, with information and original ideas being the main points for assessment. This exam has a rubric that is specifically looking for both ideas and organization. Picture this exam as a mix between an in-class test and a major essay assignment. You have an entire exam period to answer both questions, which means you have more than 45 minutes for each question. There must be evidence of prewriting, organization and revision.
- When reviewing for the exam, reflect on the following elements of each work we have studied and discussed this semester:
 - Major themes, ideas and messages
 - The author's/director's tone and style
 - The content of the work in relation to the time in which the work was created
 - The reasons why this work is an example of the science fiction genre
 - How the work relates to personal/historical/contemporary situations in our own world and society
 - Knowledge of basic elements, such as major characters and events will strengthen your responses