

# Unit 1 - Apocalyptic Literature

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **15 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Apocalyptic Literature

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### Learning Objectives

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There will be an emphasis on providing textual evidence to support written and oral analysis of works of fiction and nonfiction, which will support further investigation into a work's main ideas, structure, use of figurative language, themes, characters, and their characterization. Questioning will be used to probe artist's thinking and require defense of any answer provided that is rooted in the text. Textual annotation will be taught through teacher modeling, leading to independent usage. Written assignments will be scaffolded over the course of the unit, beginning with facilitated thinking and group writing, moving to independent practice with artists receiving written feedback and active questioning during the writing process and producing increasingly extended and analytical responses.

- Conduct discussions
- Informative and explanatory writing
- Report findings
- Research writing
- Routine Writing
- Study and apply grammar
- Study and apply vocabulary

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste

- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Reading Skills

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- Analyze character interactions as they develop plot .
- Analyze how details develop the theme/central idea.
- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text.
- Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States.
- Critically examine formal vs. informal tone.
- Critically examine how word choice impacts meaning. Critically examine how word choice impacts tone.
- Critically examine the author's overall purpose.
- Determine how the theme/central idea emerges and is refined or strengthened through key details.
- Distinguish text that provides strong support from unsupported, uncertain or insufficient text.
- Distinguish the difference between strong and insufficient (unreliable) details.
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience.
- Evaluate a theme and central idea.
- Evaluate cumulative impact of word choice.
- Evaluate how an author uses various rhetorical strategies to advance that purpose.
- Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text.
- Evaluate multiple/conflicting character motivations through analysis of character dialog and actions.
- Evaluate simple and complex relationships and/or events and the effects on plot development.
- Evaluate the relationship between explicit and implicit details and how they contribute to the meaning.
- Formulate an objective (free of personal bias) summary of the text.
- Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events.
- Identify explicit and implicit textual evidence.
- Identify key words and evaluate figurative meaning. Identify key words and evaluate connotative meaning.
- Make inferences using implicit and explicit textual evidence.
- Make personal connections, make connection to other texts, and or/make global connections where relevant.

- Provide an objective summary of the text.
- Support inference using several examples from the text.
- Understand the relationship between a series of ideas or events that are connected.
- Use direct quotes, paraphrase and summarize objectively.
- Use strong textual support to demonstrate deeper understanding of characterization.
- Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning.
- Use the text to draw conclusions about the theme/central idea.

## Writing Skills

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- Assess credibility and accuracy of sources.
- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
- Assess whether information from reliable and authoritative sources is relevant.
- Choose a formal style and objective tone.
- Choose and evaluate various platforms.
- Choose precise words and domain-specific vocabulary.
- Conduct research drawing on multiple sources.
- Conduct short and more sustained research projects.
- Decide what organization is most effective for purpose, audience, and task.
- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision.
- Determine and address the audience appropriately.
- Develop a strong formal style appropriate for the task.
- Develop a topic.
- Develop an inquiry question.
- Develop and use appropriate planning templates.
- Follow a standard format for citation (MLA, APA, etc.).
- Format effectively.
- Gather print and digital information.
- Identify and understand the writing purpose.
- Identify writing task type and its organizational structure.
- Incorporate facts, definitions, details, quotations and other information as needed.
- Integrate multimedia when appropriate and effective.
- Introduce a topic arranging ideas, concepts, and information to show interrelationships.
- Know how to broaden or narrow an inquiry.
- Link and cite multiple sources.
- Maintain a tone that is free of bias.
- Organize graphics.

- Paraphrase correctly.
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- Provide multimedia when useful.
- Refocus inquiry/generate additional questions when appropriate.
- Synthesize and summarize information.
- Understand and utilize appropriate style.
- Understand and utilize revision techniques.
- Understand steps of an investigation.
- Use relevant and sufficient facts, definitions, details, and quotes.
- Use sources that are appropriate to task, audience, and purpose.
- Use technology proficiently for production, publication, and collaboration.
- Use transitions to link together the major sections of the text.
- Use various technological platforms to create and evaluate shared writing products.
- Utilize evidence to support analysis, reflection, and research.
- Utilize quotes within writing to further claims.
- Write a concluding paragraph or section that supports the information presented.

## **Speaking and Listening**

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- Adapt speech delivery to audience and purpose.
- Adapt volume and tone to audience and purpose.
- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity.
- Collaborate with peers.
- Continue to propel conversations by posing and responding to questions that connect to broader ideas.
- Draw from and build on the ideas of others in a discussion.
- Draw information from primary and secondary sources, and provide a conclusion.
- Encourage others to participate in a discussion or collaborative activity.
- Engage as an active listener and participant.
- Establish goals and roles for group members and adhere to assigned roles.
- Evaluate the credibility and accuracy of each source.
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant.
- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective.
- Identify false statements or evidence, judging if any of the speaker's reasoning is misleading.
- Listen to and evaluate multiple sources of information in diverse formats and media.
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience.
- Participate in friendly discussions and decision-making activities.
- Prepare for discussions.

- Present information clearly, concisely, and logically.
- Read and research materials beforehand.
- Refer to evidence from texts and other research.
- Reflect, evaluate and respond to comments made by peers during discussion.
- Respect and promote diverse perspectives in a discussion or collaborative activity.
- Set guidelines for class discussions.
- Speak with clear pronunciation.
- Summarize where others agree and disagree with ideas and perspectives.
- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary.
- Use correct eye contact.
- Use text/source to show fallibility in speaker's reasoning

## **Language and Critical Knowledge**

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- Acquire general academic words from content-specific written texts .
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk).
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking.
- Apply knowledge of language to make effective choices to shape the meaning and style .
- Apply knowledge of language to understand how language functions in different situations.
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work.
- Consult reference materials to derive word meanings and correct pronunciation of words.
- Identify and use various types of phrases and clauses.
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level.
- Interpret and analyze the use of figurative language within a text.
- Know and use standard English spelling conventions.
- Trace the etymology of words.
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively.
- Understand the differences between a phrase and a clause and how to effectively use.
- Use a colon to introduce a list or quotation.
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses.
- Use context clues to derive word meaning ( connotation, denotation, word function and position).
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns.
- Vary sentence structure to convey specific meaning and interest in writing and presentation.

## **Standards**

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ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	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.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

	comprehension.
ELA.W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
ELA.W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.SE.11–12.6	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 (MLA or APA Style Manuals).
ELA.W.RW.11–12.7	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.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.SL.II.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.
ELA.SL.ES.11–12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions. Modifications and accommodations to this unit will be based upon individual artist's IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education services at Chartertech High School for the Performing Arts.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions

- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Instructional Tasks/Activities**

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- Class discussions
- Mentor sentence emulation practice
- Short written responses to reading and viewing
- Teacher observation of progress within the research process
- Vocabulary exercises (Content-related)
- Writing drafts

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction

- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Honors Modifications**

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## **Resources**

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- "I Am Legend"
- "What We Do in the Shadows"
- "Earth Apocalypse: Possible Scenarios" Documentary (YouTube)
- "Medieval Apocalypse: The Black Death" Documentary (Youtube)
- "Vampire Legends: Secrets of the Dead" Documentary (PBS)
- "Zombies: A Living History" Documentary
- World War Z

