

Course: Science Fiction, Fantasy, and Horror
Unit #: #1 Apocalypse and Rebirth

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - RL.CR.11-12.1. Accurately cite a range of 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.
 - RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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).
 - L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings,
 - A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - B. Analyze nuances in the meaning of words with similar denotations.
 - C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
 - D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

- W.NW.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).
- RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information.
- **21st Century Life & Career Standards**
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **Interdisciplinary Content Standards**
 - 1.2.12.prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.4.12.acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.
 - 1.5.12.prof.Cr1a: Use multiple approaches to begin creative endeavors.
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to recognize the meaning of universal disasters in literature, interpret the author's message about his or her society, and apply those lessons to their own lives.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

- analyses of fictional representations of societies in decline often tell us important things about the societies from which they come.

EU 2

- analyses of fictional representations of the rebuilding of society often tell us what is valued or needed most as a society.

Essential Questions

- What should a society expect from an individual during times of crisis, and vice versa?

Knowledge

Students will know . . .

EU 1

- tropes of apocalyptic science fiction. (RL.11-12.3)
- strategies individuals and groups use to cope with apocalyptic scenarios in fiction and the real world. (SL.11-12.4)
- the structure and criteria of newscasts that cover disasters. (RI.11-12.7)
- scientific basis behind the works. (SL.11-12.4)

EU 2

- personality types and their characteristics. (RL.11-12.3)

Skills

Students will be able to. . .

EU 1

- analyze texts in order to discuss pros and cons of character decisions in extreme situations. (RL.11-12.1)
- rank the importance of items and skills as they appear in the texts and then apply them to hypothetical disaster scenarios to gauge effectiveness. (RL.11-12.3)
- create scenarios which call into question the importance of individual traits and skills. (RL.11-12.4)
- rank traits/skills where they place in today's society versus future apocalyptic situations. (RL.11-12.3)

- why people behave differently if alone or in groups. (sociology). (1.4.12.acc.Cr1c)
- basic ethical principles and categories. (RL.11-12.1)
- definitions of "good" and "evil". (RL.11-12.4.)
- definitions of human rights. (RL.11-12.4)

- analyze power structures that exist in society today. (RL.11-12.1)
- apply definitions of good and evil to hypothetical disaster situations. (RL.11-12.4)

EU 2

- examine explicit and implicit clues to determine character types. (RL.11-12.4)
- apply sociological principles to fiction and real world scenarios. (9.4.12.CT.2)
- apply methods of characterization to situations in the novel and real world scenarios from the class. (SL.11-12.4)
- write a narrative using elements of a short story and the five methods of characterization. (W.11-12.3)
- work with fellow students to analyze elements from narrative and build from original storylines. (9.4.12.CT.2)
- create a working classroom definition of both good and evil using real and fictional people from past knowledge and class discussions. (9.4.12.IML.8)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Recall information from text and apply knowledge to unique situations (A, EU 1)
- Troubleshoot problems with character actions and alternate solutions or steps that could be taken. (A EU 2)
- Analyze newscasts for structure and content. (A EU 2)
- Displaying exemplars of past student work using the Frayer Model to demonstrate expectations of success. (A EU 1)
- Modeling of successful short story elements, informative newscasts, and effective strategies from past disasters for students. (M EU 2)
- Evaluate the subtle differences between ethics and morality. (M EU 1, 2)
- Analyze and synthesize research from databases or other credible sources to use as a basis for claims on possible extreme situations or scenarios that might affect society. (M EU 2)
- Use Frayer Model to identify class definitions of good and evil. (M EU 1)
- Write a short story with a solution to the [Dark Forest problem](#). (T EU 1,2)
- Use hypothetical situations that call on students to use available knowledge and skills to achieve certain goals. (T EU 1, 2)
- Write part of a collaborative story consistent with apocalyptic tropes. (T EU 1)
- Create and host disaster scenarios that pit premade characters against effects of disaster to survive. (T EU 2)
- Guided practice on avenues of approach for expanding upon character storylines using the five methods of characterization (T EU 2)
- Suggested Activities
 - Within the week of being elected President of the United States, an extreme global catastrophe has occurred and a multi-media survival guide must be sent out to the American people. Using information gained from lessons, texts, and class discussion, the mission is to come up with what needs to be said so the American people can survive the situation. Students or teachers can choose their preferred medium. (T EU 1, 2)
 - Your greatest fear has befallen the human race. In your role as a local television newscaster, create a newscast documenting the new reality: with only five minutes left before the news station is unable to broadcast further, what essential information must be communicated to the public? Apply what has been learned from the apocalyptic literature studied thus far to decide what is to be included and excluded from the newscast. (T EU 1, 2)
 - Disaster has struck, and as the head librarian where the shelter is located, it is your role to determine who has access to the town's only shelter. Unfortunately, anyone who is not in a shelter will perish. There are only five spaces available, yet there are six individuals from various backgrounds who are without shelter. Work collaboratively to determine which individuals receive shelter and be able to explain what affected the decisions that

were made. Keep in mind the nature of the disaster and which skills would be most necessary in the future. (T EU 1,2)

- Conversation Starters/Quick Chats (A,M,T EU 1,2)
 - How do you establish priorities when faced with an extreme situation (I.e., Zombie apocalypse)?
 - How do morals and ethics change in extreme situations?
 - How does a person's relationship to a group change during difficult times?
 - How important is it to preserve human rights during times of crisis?
 - How do people establish their roles in society?
 - How does a society determine priorities?
 - What are the goals of a society beyond mere survival?
 - How does a society distribute resources?
 - How is power distributed in society?
 - How important is dissent in times of crisis?

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Apocalypse and Rebirth	22 days
2	Aliens and Creatures	22 days
3	Rules of the World	22 days

Instructional Materials

Suggested Materials Include:

- *Remembrance of Earth's Past* by Liu Cixin
- *The Road* by Cormac McCarthy
- *Kindred* by Octavia Butler
- *Scythe* by Neal Shusterman
- *Wool* by Hugh Howey
- *World War Z* by Max Brooks
- *Robocalypse* by Daniel H. Wilson
- *The Forest of Hands and Teeth* by Carrie Ryan
- *Planet for Transients* by Philip K. Dick (short story)
- Films such as *Children of Men*, *Elysium*, *Dawn of the Dead*, *La Jetee*, *Doctor Strangelove*, *Don't Look Up*, *Wall-E*, *The Matrix*, *12 Monkeys*, *Sunshine*, *Contagion*, *Planet of the Apes*, *The Terminator*, *War of the Worlds*, *10 Cloverfield Lane*, *The Mist*, *The Stand*, *The Meaning of Life*, *It Was Such a Beautiful Day*, *It Comes at Night*, *Warm Bodies*, *28 Days*, *Annihilation*, *Day after Tomorrow*, *The Girl with all the Gifts*, *Reign of Fire*,
- TV shows such as *The Twilight Zone*, *Black Mirror*, *Under the Dome*, *Star Trek*, *The 3 Body Problem*, *Station Eleven*, *I am Mother*, *the 100*, *Revolution*, *Black Summer*, *The Rain*, *The Walking Dead*, *The Last Ship*, *The Last of Us*, *Westworld*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.