

# Apocalyptic and Dystopian Literature - Course Overview

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **36 Weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for

diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Description**

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<b>Course Title:</b>	<b>Apocalyptic and Dystopian Literature</b>
<b>Department:</b>	<b>English</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Number of Credits:</b>	<b>5</b>
<b>Grade Level(s):</b>	<b>11-12</b>

<b>Standards:</b>	<b>Aligned to New Jersey Artist Learning Standards for High School English Language Arts</b>
<b>Description of Course</b>	<p><b>This course is designed to introduce artists specifically to apocalyptic and dystopian literatures. All artists will be expected to function at the college prep level and to develop excellent communication skills. Artists will learn to think and express themselves clearly and logically, both verbally and in writing, while maintaining an appropriate level of courtesy and respect within the classroom to enable a positive learning environment.</b></p> <p><b>The selected literatures will facilitate their strengths in history and its relevance to all literary forms, including short stories, graphic novels, and novels as a way of communicating major themes and ideas. This is a yearlong class designed specifically to enhance the artist’s understanding of the importance of literature that reflects all cultures’ histories, values, beliefs, and traditions. We will be looking at specific literary examples meant for the artists to garner appreciation for the topics that reflect contemporary culture around the world and how those topics affect us as individuals and communities. Artists will learn to distinguish and appreciate past cultural ideals, beliefs, and values through literature and how they have come to affect today’s developed world.</b></p> <p><b>This class is designed to allow the artists to explore each unit through nightly assigned reading, followed with writing-intensive workshops and healthy classroom debate and discussion, all the while improving their overall reading, writing skills, and communication skills. Within the context of the course, artists will have many written assignments to strengthen their skills in the writing process, including creative, expository, and research-oriented assignments. The writing assignments will focus on creating a strong fundamental background in language arts skills and to develop their abilities to have clear expression of thoughts. Artists will be expected to complete technology-based assignments, such as PowerPoint presentations, in order to become comfortable with technology and its use in everyday society. This class is a required graduation English component.</b></p>

### **Overview & Pacing**

<b>Unit #</b>	<b>Major Content</b>	<b>Expected Time</b>
<b>Unit 1 - Apocalyptic Literature</b>	<b>A) Historical Apocalypses:</b> <ul style="list-style-type: none"> <li>• <b>Apocalypse Notes</b></li> <li>• <b>Psychology of Apocalypses</b></li> <li>• <b>Potential Future</b></li> </ul>	<b>15 Weeks</b>

	<p style="text-align: center;"><b>Apocalypses</b></p> <p><b>B) World War Z</b></p> <ul style="list-style-type: none"> <li>• <b>Difference Iterations of Zombies</b></li> <li>• <b>Effect of journalistic writing style on meaning</b></li> <li>• <b>World War Z Movie</b></li> </ul> <p><b>C) I Am Legend</b></p> <ul style="list-style-type: none"> <li>• <b>History of Vampires</b></li> <li>• <b>The Psychology of Vampirism</b></li> <li>• <b>“Vampire Legends” Documentary</b></li> <li>• <b>I Am Legend Movie</b></li> <li>• <b>What We Do in the Shadows mockumentary</b></li> </ul> <p><b>D) Final Exam</b></p>	
<p><b>Unit 2 - Dystopian Literature</b></p>	<p><b>A) V For Vendetta</b></p> <ul style="list-style-type: none"> <li>• <b>“Someone Might be Watching-an Introduction to Dystopian Literature”</b></li> <li>• <b>“Philip K. Dick and the Fake Humans”</b></li> <li>• <b>History Notes of Dystopias</b></li> <li>• <b>History of rebellions against government and rule</b></li> <li>• <b>“Dirty Money” Documentary</b></li> <li>• <b>The historical Guy Fawkes</b></li> <li>• <b>Do graphic novels count as literature?</b></li> </ul> <p><b>B) Running Man</b></p> <ul style="list-style-type: none"> <li>• <b>Entertainment throughout history</b></li> <li>• <b>“Sicko” documentary</b></li> <li>• <b>Running Man and our health care system</b></li> <li>• <b>“What the Health”</b></li> </ul>	<p style="text-align: center;"><b>15 Weeks</b></p>

	<p><b>documentary</b></p> <ul style="list-style-type: none"> <li>• <b>How far off are we from this future?</b></li> <li>• <b>Running Man Film</b></li> <li>• <b>Project: Create your own dystopia.</b></li> </ul> <p><b>C) Project: Create your own dystopia.</b></p>	
<p><b>Unit 3 - Short Stories</b></p>	<p><b>A) Short Stories</b></p> <ul style="list-style-type: none"> <li>• <b>“The Lottery”</b></li> <li>• <b>“Why Teens Find The End of The World So Appealing”</b></li> <li>• <b>“Excerpts from We”</b></li> <li>• <b>“The Second Coming”</b></li> <li>• <b>“Dark, Dark Were The Tunnels”</b></li> <li>• <b>“All Summer in a Day”</b></li> <li>• <b>“Minority Report”</b></li> <li>• <b>“The Tamarisk Hunter”</b></li> <li>• <b>“Patient Zero”</b></li> <li>• <b>“Monstro”</b></li> <li>• <b>Global Dystopias</b></li> <li>• <b>In Time</b></li> </ul> <p><b>B) Project: Write a short story that is either apocalyptic or dystopian</b></p>	<p><b>6 Weeks</b></p>