

“The Graphic Novel” Curriculum

Table of Contents

Priority Standards Map	2

Priority Standards by Unit	3

Course Information	5

Desired Results	5
<ul style="list-style-type: none">• Overarching Enduring Understandings• Overarching Essential Questions• K-12 Priority Standards	

Unit 1 Literary Analysis	8
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	

Unit 2 Research	10
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	

Unit 3 Personal Narrative	12
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	

ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
---	---	---	-----	-----	------

READING FOUNDATIONAL SKILLS

RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT			
HS Grade Level Priority Standards	Unit 1	Unit 2	Unit 3
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X		
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X	
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		X	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X

Course Information

Graphic Novel

CURRICULUM/CONTENT AREA	COURSE LENGTH
English	9 Weeks
GRADE LEVEL	DATE LAST REVIEWED
11-12	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
English 9, English 10	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

In this course, students will understand and appreciate the graphic novel as both a rich source of literature and a cutting-edge graphic art form. Students will use advanced literacy skills to read, interpret and process the graphic novel form and understand how the visual art and text of the graphic novel work together to convey meaning. Students will also study heroes, anti-heroes, superheroes and their journeys. As a culminating project, students will create their own graphic novel.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

ESSENTIAL QUESTIONS

Unit 1:

- How do I use advanced literacy skills to read, interpret and process the graphic novel form?

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (*possibly opposing*) arguments.

- How do the visual art and text of the graphic novel work together to convey meaning?
- What is the history and significance of the graphic novel form in both the visual art and literature realms?
- How does the graphic novel compare to other literature/media forms in conveying meaning?

Unit 2:

- How do the concepts of the hero’s journey, superhero, and/or antihero contribute to the structure and meaning of the graphic novel?
- How does the graphic novel compare to other literature/media forms in conveying meaning?
- How do I synthesize multiple sources to increase my understanding and appreciation of a specific graphic novel?

Unit 3:

- How do the visual art and text of the graphic novel work together to convey meaning?
- How do I apply the characteristics of the graphic novel to create my own?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING

SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their

own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE

L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: The Language of the Graphic Novel

In this unit, students will identify and understand the characteristics and variables specific to comics/graphic novels, and articulate their use.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none">• How do I use advanced literacy skills to read, interpret and process the graphic novel form?• How do the visual art and text of the graphic novel work together to convey meaning?• What is the history and significance of the graphic novel form in both the visual art and literature realms?• How does the graphic novel compare to other literature/media forms in conveying meaning?		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R4: Interpret words and phrases as they are used in a text, including	<ul style="list-style-type: none">• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL)• I can determine the meaning of words and phrases, including figurative and connotative meanings.• I can analyze the impact of specific word choices on meaning, tone, and mood, including words with	Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → Variables of Analysis Assessment <ul style="list-style-type: none">◆ Presentation◆ Essay◆ Recorded presentation

<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>	<p>multiple meanings.</p> <ul style="list-style-type: none"> ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 	<p>→ Reading comprehension and analysis assessment test</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modification:</i> ● <i>Extension:</i>
<p>WRITING Skills</p> <p>W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ● Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. ● Establish the significance of the claim(s) using valid reasoning and relevant and sufficient evidence which introduce precise claim(s), and create an organization that establishes clear relationships among claim(s), reasons, and evidence. 	
<p>LANGUAGE Skills</p> <p>L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		
<p><i>Understanding Comics</i> by Scott McCloud <i>Maus I and Maus II</i> by Art Spiegelman</p>		

Unit 2: Hero, Superhero, Anti-hero in Graphic Novels and other texts

Students will examine, identify, and apply the definitions of a hero (hero's journey), superhero, and anti-hero in literature, in order to understand how those archetypes influence and are critical to graphic novels and other texts.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> How do the concepts of the hero's journey, superhero, and/or antihero contribute to the structure and meaning of the graphic novel? How does the graphic novel compare to other literature/media forms in conveying meaning? How do I synthesize multiple sources to increase my understanding and appreciation of a specific graphic novel? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	<ul style="list-style-type: none"> I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). 	Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection Performance Task Description: → Argumentative assessment analyzing a character as a hero or antihero <ul style="list-style-type: none"> ◆ Presentation ◆ Essay ◆ Recorded presentation ◆ One Pager Key Feedback & Assessment Strategies: <ul style="list-style-type: none"> ● <i>Modification:</i> <ul style="list-style-type: none"> ○ <i>Length</i> ○ <i>Partner work</i> ○ <i>Graphic organizers</i> ○ <i>Complexity of character/text</i> ● <i>Extension:</i>
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. I can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 	
SPEAKING & LISTENING Skills SL 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,	<ul style="list-style-type: none"> I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. I can intentionally utilize development, substance, 	

development, and style are appropriate to task, purpose, and audience.	and style appropriate to purpose, audience, and situation.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i>		

Unit 3: Create Your Own Graphic Novel

Students will use their knowledge and understanding of graphic novels and the variables/characteristics of comics to tell a story in graphic novel/comic form.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions <i>Students will keep considering...</i>		
<ul style="list-style-type: none"> How do the visual art and text of the graphic novel work together to convey meaning? How do I apply the characteristics of the graphic novel to create my own? 		
Unit Priority Standards and Learning Targets <i>Students will know and be able to...</i>		Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
WRITING Skills W2: Compose writing for a variety of modes to examine and convey	<ul style="list-style-type: none"> I can write narratives that develop real or imagined experiences or events using relevant descriptive 	Success Criteria Rubrics → Rubrics (TBD) indicate the specific success criteria by standard and are

<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>details, and well-structured event sequences that organize an event sequence logically.</p> <ul style="list-style-type: none"> ● I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 	<p>used throughout the learning process for feedback and reflection</p> <p>Performance Task Description: → Write and Illustrate your own graphic novel</p> <p>Key Feedback & Assessment Strategies:</p> <ul style="list-style-type: none"> ● <i>Modification:</i> <ul style="list-style-type: none"> ○ <i>Length</i> ○ <i>Amount of variables used</i> ○ <i>Partner work</i> ○ <i>Graphic organizers</i> ○ <i>Storyboard</i> ○ <i>Complexity of story</i> ● <i>Extension:</i> <ul style="list-style-type: none"> ○ <i>Length</i> ○ <i>Complexity of Story</i> ○ <i>Use of Variables</i>
<p>LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. 	
<p>PRIMARY RESOURCE <i>if applicable</i> <i>In this course, all class reads may include...</i></p>		