

# **Glen Ridge Public Schools –Language Arts Literacy Curriculum**

**Course Title: Graphic Novels**

**Subject: Language Arts Literacy**

**Grade Level: 7**

**Duration: Semester**

**Prerequisite: none**

**Elective or Required: Elective**

## **Language Arts Literacy Mission Statement**

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

## **Course Description:**

Graphic Novels is a course designed to aid students in developing their interpretive reading skills so they can better understand reading and writing in other areas of study. The course emphasizes the legitimacy of multi-modal literature and will focus on building inferential thinking skills, drawing conclusions and connections by “reading between the lines”, and developing creative and worthwhile research skills through group discussion and individual projects. Students will utilize the selected literature to explore real world issues in an engaging and age appropriate manner. Ultimately, students will gain necessary reading and writing skills that apply across all 21<sup>st</sup> Century courses.

**Author:** Courtney Warren

**Date Submitted:** Summer 2016

# Graphic Novels

## Unit 1: Understanding Comics

**Approximate # Of Weeks: 3-4 weeks**

### **Essential Questions:**

What is the difference between a comic and a graphic novel/narrative?

How can we think critically about 'picture' books?

What is the importance of assessing all components of a page while reading?

How do pictures help communicate sound, feelings, movements, etc?

### **Upon completion of this unit students will be able to:**

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10 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 discipline-specific tasks, purposes, and audiences.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## **Interdisciplinary Standards (njcccs.org)**

- 9.1 21<sup>st</sup> Century Life & Career Skills
- 8.1 – Computer and Information Literacy
- 6.1 U.S. History: America in the World

## **Activities – include 21<sup>st</sup> Century Technologies:**

- Direct Instruction: What is a comic? Based on chapter 1 of McCloud text.
- Partner Activity: Compose a set of rules for reading comics based on mentor text
- Discussion: Small/large group discussions to look at how color, words, lines, sounds are interpreted?
- Interpretation of wordless panels
- Illustration or live enactment of dialogue
- Multi-media presentation communicating sounds, feelings, emotions and movements through images.

## **Writing Assignments/Routine Writing:**

- Students will complete reflections after analyzing reader role in making meaning by creating a “KEEP IN MIND” rule to post in the class.
- Students will fill in dialogue for panels based on their understanding of the timing and setting of images.
- Students will respond weekly to a big idea question summarizing what they have learned in the week’s work.

## **Enrichment Activities:**

- WebQuest about recent comic book movie adaptations including a response/reaction to the ways stories are adapted
- Read a chapter of McCloud’s graphic novel and create a presentation
- Assemble a panel or series of panels and create the story-compare and contrast other students’ interpretations.

## **Methods of Assessments/Evaluation:**

- Quizzes
- Tests
- Weekly responses
- Class participation
- Use of dialogue and images to create a narrative

## **Resources: Text, Literature (RL), Informational (RI)**

- “Understanding Comics”-Scott McCloud

## **Online Resources:**

- Google Apps for Education-discussion board
- Movie clips of graphic novel adaptations

## **Graphic Novels**

### **Unit 2: Guided Study**

**Approximate # Of Weeks: 3-4 weeks**

#### **Essential Questions:**

How is theme determined through visual interpretation?

How is a pictorial text relatable to real life?

What is the importance of understanding oneself?

How is non-fiction more relatable through visuals?

What are some of the significant differences in fiction/non-fiction graphic novels?

#### **Upon completion of this unit students will be able to:**

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1– 3 up to and including grade 8 here.)
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Interdisciplinary Standards (njcccs.org)**

- **9.1 21st-Century Life & Career Skills**
- **8.1 – Computer and Information Literacy**
- **6.1 U.S. History: America in the World**
- **6.2 World History and Global Studies**
- **6.3 Active Citizenship in the 21<sup>st</sup> Century**

### **Activities – include 21<sup>st</sup> Century Technologies:**

- Introductory activity: Students will examine images of major characters and make story predictions based on their observations. Students will be encouraged to examine color and illustration style in addition to traits and physical appearances.
- Students will read “Anya’s Ghost” in segments using images and text to determine character traits, main ideas and make predictions.
- Students will read “Dare to Disappoint” in segments, comparing the non-fiction text to fiction text in regard to characters, setting, layout and graphic elements.
- Students will complete a scavenger hunt to identify various graphic novel techniques used in the story.

- Students will define and illustrate their interpretation of a major theme in the novel.
- Students will storyboard the plot of the graphic novel using online storyboard technology.

### **Writing Assignments/Routine Writing:**

- Demonstrate understanding of technique: Students will complete prediction and reaction storyboards after each reading section.
- Analysis: Students will write reaction responses to sections/graphic novel upon completion.
- Prediction: Students will complete prediction illustrations to begin utilizing graphic skills to communicate story elements.
- Reflection/Synthesis: Students will practice graphic novel creation by making a 10 panel autobiography of their first weeks at GRHS.

### **Enrichment Activities:**

- Write a continuation of the story.
- Adopt one character from the story and write an independent storyline in graphic novel form.
- Write a journal entry using the point of view of Ozge

### **Methods of Assessments/Evaluation:**

- Quizzes
- Tests
- Weekly responses
- Class participation
- Use of dialogue and images to create a narrative

### **Resources: Text, Literature (RL), Informational (RI)**

- "Understanding Comics"-Scott McCloud
- "Anya's Ghost"-Vera Brosgol
- "Dare to Disappoint"-Ozge Chmakova

### **Online Resources:**

- Google Apps for Education-discussion board

# Graphic Novels

## Unit 3: Independent Study

**Approximate # Of Weeks: 4-5 weeks**

### **Essential Questions:**

- What are the most appealing aspects of graphic novels?
- How can graphic novels increase a readers' interest level?
- What kind of graphic novels do I enjoy?
- What kind of graphic novel do I want to create?

### **Upon completion of this unit students will be able to:**

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1– 3 up to and including grade 8 here.)
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Interdisciplinary Standards (njcccs.org)**

- **9.1 21st-Century Life & Career Skills**
- **8.1 – Computer and Information Literacy**
- **6.1 U.S. History: America in the World**
- **6.2 World History and Global Studies**
- **6.3 Active Citizenship in the 21<sup>st</sup> Century**

### **Activities – include 21<sup>st</sup> Century Technologies:**

- **Introductory activity:** Students will select groups of 5 and fill in the calendar due dates of book talks.
- **Demonstrate understanding:** Students will read one graphic novel each week in the fiction, non-fiction, wordless, and choice categories. They will be required to complete independent analysis of the story using graphic organizers.
- **Evaluation:** Students will hold weekly “book talks” to discuss their reading.
- **Reflection:** Written reflections about the novels completed in class will be used to explore differences in graphic elements.



**Writing Assignments/Routine Writing:**

- Analysis: Students will write a book review highlighting specific graphic novel elements that captured their attention.
- Students will write a reaction response to their story.

**Enrichment Activities:**

- Students will make a video adaptation of one scene of their story.

**Methods of Assessments/Evaluation:**

- Reaction response
- Class participation
- Use of dialogue and images to create a narrative
- Poster assignment

**Resources: Text, Literature (RL), Informational (RI)**

- "Understanding Comics"-Scott McCloud
- Various graphic novel selections

**Online Resources:**

- Google Apps for Education-discussion board

# Graphic Novels

## Unit 4: My Own Graphic Novel

**Approximate # Of Weeks: 5-6 weeks**

### **Essential Questions:**

How is writing a graphic novel different than writing a narrative?

### **Upon completion of this unit students will be able to:**

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Interdisciplinary Standards (njcccs.org)**

- **9.1 21st-Century Life & Career Skills**
- **8.1 – Computer and Information Literacy**
- **6.3 Active Citizenship in the 21<sup>st</sup> Century**

### **Activities – include 21<sup>st</sup> Century Technologies:**

- Introductory activity: Students will submit a plot summary as a proposal for their storyline.
- Students will storyboard their ideas prior to writing.
- Students will draft a full graphic novel and “publish” a final copy.

### **Writing Assignments/Routine Writing:**

- Students will write a full length graphic novel utilizing both text and images to complete a cohesive narrative.

### **Enrichment Activities:**

- Students will hold a book fair to evaluate peers' writing and use of graphic techniques.
- Create a digital publication using online storyboard technology.

### **Methods of Assessments/Evaluation:**

- Quizzes
- Tests
- Use of dialogue and images to create a narrative

**Resources: Text, Literature (RL), Informational (RI)**

- “Understanding Comics”-Scott McCloud

**Online Resources:**

- Google Apps for Education-discussion board