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| **Unit Overview**  |
| **Content Area: ELA- Graphic Novel Semester Course** |
| **Unit Title:** **History of the Comics/Graphic Novels** |
| **Target Course/Grade Level: Grades 11 & 12** |
| **Duration: Week 1- Week 4**  |
| **Description:** This unit will focus on the history and vocabulary of the graphic novel. We will examine the comic industry’s roots in WWII propaganda and the Jewish-American experience, as well as the history of publishers such as DC and Marvel. We also introduce the vocabulary of comics such as, but limited to, panels, gutters, frames etc. We will then examine the first appearance of popular heroes like Spiderman and the X-Men. |
| **Enduring Understandings** |
| * History (Propaganda, WWII, Holocaust, etc.)
* Parts of a Comic/Graphic Novel
* Jewish Experience in the Comic Industry
* Form Study
* Close reading skills enable students to read more rigorous texts independently
* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone.
* Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

Each unit will also incorporate practice of traditional literary ideas, including but not limited to: **Character** * Direct & Indirect Characterization
* STEAL

**Structure** * Plot
* Panels & Visuals
* Setting
* Imagery
* Impact & Purpose

**Figurative Language** * Metaphor
* Allegory
* Symbolism

**Narrator*** POV
* Reliable/Unreliable Narrator
* Bias
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices*** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* RL.11-12.3. Analyze the impact of the author’s choices regarding how to 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).
* RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
* RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
* RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
* RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
* W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*** **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
* 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
* 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
* **SEL Competencies Standards:** Self-awareness & Social awareness
* **CRPs**
* Utilize Critical Thinking to make sense of problems and persevere in solving them
* Consider the environmental, social and economic impacts of decisions
* Model Integrity, ethical leadership and effective management
* Demonstrate creativity and innovation
* **Social Emotional Learning Competencies**
* Self-awareness
* Self-management
* Social Awareness
* Responsible Decision-Making
* Relationship Skills
* **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**
* **6.1.12.HistoryCC.3.a**
* 6.1.12.CivicsPR.2.a
* 6.1.12.HistorySE.2.a
* 6.1.12.HistoryCA.2.a
* 6.1.12. CivicsDP.3.c
* 6.1.12.HistoryUP.3.a
* 6.1.12.HistoryUP.3.b
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* *RST.11-12.3*
* *RST.11-12.7*
* *WHST.11-12.1*
* *SL.11-12.1*
 |
| **Essential Questions** |
| * What are comics?
* What are graphic novels?
* How has society/history influenced comics?
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| **Student Learning Objectives** |
| ***Students will…**** Be able to decipher the author’s craft through close reading
* Be able to determine a theme or central idea of a text and analyze it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* Be able to identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
* Be able to analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
 |
| ***Suggested Activities*** |
| Scaffolded Reading WorksheetsStudy GuidesGraphic organizersClose Reading of Panels w/ panels on smartboard screenWhole Class DiscussionReading QuizzesKahootBook ClubsThink aloudAnnotation guidesThink-pair-shareJigsawDraw-your-own comic stripVisual Thinking Notes |
| ***Materials*** |
| * Understanding Comics
* Marvel Firsts: the 1960s: First Appearance of Spiderman and X-men
* Stan Lee: A Life in Comics (Jewish Lives; Holocaust)
* Units may also incorporate clips from various other mediums or adaptations such as films or animated/TV series, as well as supplemental materials (poetry, myths, nonfiction articles, etc.)
* Technology: Laptops, Desktop Computer, Smartboard/Promethean Board, Document Camera
 |
| ***Assessments*** |
| * **Formative:**
* Study Guides/Graphic Organizers
* Reading Quizzes
* Vocab/Term Quizzes
* Close Reading Worksheets
* **Summative Unit Assessment:** History & Terms Test (Holocaust)
* Units will also include reading comprehension assessments and other formative and summative assessments, such as one-pagers, essays, etc., as well as an end-of-semester culminating assessment.
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **MODIFICATIONS** |
| * Open Book/Notes assessments
* Chunking Readings
* Section Summaries
* Guided Visual Thinking Notes
* Extended Time

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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
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| **Unit Overview**  |
| **Content Area: ELA- Graphic Novel Semester Course** |
| **Unit Title:** **Hero’s Journey** |
| **Target Course/Grade Level: Grades 11 & 12** |
| **Duration: Week 5-10**  |
| **Description:** This unit will examine the Hero’s Journey in graphic novels. The Hero’s Journey is a concept introduced in English and is a foundational component of the traditional “superhero story”. We look at two of the world’s most popular heroes, Superman and Batman, as modern myths by examining their hero’s journey as well as both the character and symbolic archetypes present in these texts. We will then apply these concepts to a classic piece of literature that has been adapted into a graphic novel. |
| **Enduring Understandings** |
| * Joseph Campbell’s Hero Journey
* Archetypes
* Culturally universal themes and story structures
* How stories can be relevant in different time periods and cultures
* Defining aspects of heroes beyond strength or power
* How myths inform today’s culture
* Close reading skills enable students to read more rigorous texts independently
* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone.
* Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
* Supporting analysis through textual evidence
* Identify the development of theme or central idea with a novel
* Analyze how complex characters develop over the course of a text

Each unit will also incorporate practice of traditional literary ideas, including but not limited to:**Literary Argumentation*** ICE-T
* Thesis
* MLA

**Character** * Direct & Indirect Characterization
* STEAL

**Structure** * Plot
* Panels & Visuals
* Setting
* Imagery
* Impact & Purpose

**Figurative Language** * Metaphor
* Allegory
* Symbolism

**Narrator*** POV
* Reliable/Unreliable Narrator
* Bias
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices*** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* RL.11-12.3. Analyze the impact of the author’s choices regarding how to 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).
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* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
* W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*** **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
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* 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethic
* **SEL Competencies Standards:** Self-awareness & Social awareness
* **CRPs**
* Utilize Critical Thinking to make sense of problems and persevere in solving them
* Consider the environmental, social and economic impacts of decisions
* Model Integrity, ethical leadership and effective management
* Demonstrate creativity and innovation
* **Social Emotional Learning Competencies**
* Self-awareness
* Self-management
* Social Awareness
* Responsible Decision-Making
* Relationship Skills
* **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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* *SL.11-12.1*
 |
| **Essential Questions** |
| * Are heroes born or made?
* What makes a hero a hero?
* How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
 |
| **Student Learning Objectives** |
| ***Students will…**** Be able to decipher the author’s craft through close reading
* Be able to evaluate literature for the Hero’s Journey
* Be able to predict outcomes by synthesizing patterns across texts
* Be able to determine universal themes in texts, as well as elements of characterization based on their understanding of the monomyth and apply it to personal experiences
* Be able to support with textual evidence the progression of the Hero’s Journey, heroic qualities, and archetypal patterns
* Be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Be able to determine a theme or central idea of a text and analyze it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* Be able to identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
* Be able to analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
 |
| ***Suggested Activities*** |
| Scaffolded Reading WorksheetsStudy GuidesGraphic organizersModel Close Reading of Panels w/ panels on smartboard screenStudent Led Close Reading of Panels w/ panels on smartboard screenWhole Class DiscussionReading QuizzesKahoot (student and/or teacher created)Book ClubsThink aloudAnnotation guidesThink-pair-shareJigsawDraw-your-own comic stripVisual Thinking Notes |
| ***Materials*** |
| * Understanding Comics
* *Superman for All Seasons –* PDF (Diversity, Equity & Inclusion)
	+ - * Looking at Superman as a refugee
		- *Batman: Year One/Batman Long Halloween* (Climate Change)
			* Looking at psychological trauma. When has justice gone too far?
		- *Dracula: Manga Classics*
			* Looking at the Hero’s Journey in classic literature adaptation
* Units may also incorporate clips from various other mediums or adaptations such as films or animated/TV series, as well as supplemental materials (poetry, myths, nonfiction articles, etc.)
* Technology: Laptops, Desktop Computer, Smartboard/Promethean Board, Document Camera
 |
| ***Assessments*** |
| * **Formative:**
* Hero’s Journey Chart
* Study Guides/Graphic Organizers
* Reading Quizzes
* Vocab/Term Quizzes
* Close Reading Worksheets
* **Summative Unit Assessment**: Hero’s Journey Project (One-Pager)
* Units will also include reading comprehension assessments and other formative and summative assessments, such as one-pagers, essays, etc., as well as an end-of-semester culminating assessment.
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **MODIFICATIONS** |
| * Open Book/Notes assessments
* Chunking Readings
* Section Summaries
* Guided Visual Thinking Notes
* Extended Time

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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
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| **Unit Overview**  |
| **Content Area: ELA- Graphic Novel Semester Course** |
| **Unit Title:** **Gender, Racism and Religion** |
| **Target Course/Grade Level: Grades 11 & 12** |
| **Duration: Week 11- Week 17** |
| **Description:** This unit will build on the idea of Hero’s Journey by examining how other elements, such as gender, race, and religion, impact the hero’s character development. Furthermore, sexist or racist depictions of characters, which rely on harmful stereotypes, have historically been problematic tropes in comics. We will discuss the danger of these tropes and how the comic book industry has made efforts to become more inclusive.  |
| **Enduring Understandings** |
| * Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone.
* Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
* Supporting analysis through textual evidence
* Identify the development of theme or central idea with a novel
* Analyze how complex characters develop over the course of a text

Each unit will also incorporate practice of traditional literary ideas, including but not limited to:**Literary Argumentation*** ICE-T
* Thesis
* MLA

**Character** * Direct & Indirect Characterization
* STEAL

**Structure** * Plot
* Panels & Visuals
* Setting
* Imagery
* Impact & Purpose

**Figurative Language** * Metaphor
* Allegory
* Symbolism

**Narrator*** POV
* Reliable/Unreliable Narrator
* Bias
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices*** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*** **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
* 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
* 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethic
* **SEL Competencies Standards:** Self-awareness & Social awareness
* **CRPs**
* Utilize Critical Thinking to make sense of problems and persevere in solving them
* Consider the environmental, social and economic impacts of decisions
* Model Integrity, ethical leadership and effective management
* Demonstrate creativity and innovation
* **Social Emotional Learning Competencies**
* Self-awareness
* Self-management
* Social Awareness
* Responsible Decision-Making
* Relationship Skills
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 |
| **Essential Questions** |
| * How does gender impact a character?
* How does race, and racism, impact a character’s experiences?
* How inclusive are comics?
* How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
 |
| **Student Learning Objectives** |
| ***Students will…**** Be able to decipher the author’s craft through close reading
* Be able to predict outcomes by synthesizing patterns across texts
* Be able to support with textual evidence the progression of the Hero’s Journey, heroic qualities, and archetypal patterns
* Be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Be able to determine a theme or central idea of a text and analyze it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* Be able to identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
* Be able to analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
 |
| ***Suggested Activities*** |
| Scaffolded Reading WorksheetsConcept MappingStudy GuidesGraphic organizersClose Reading of Panels w/ panels on smartboard screenWhole Class DiscussionReading QuizzesKahootBook ClubsThink aloudAnnotation guidesThink-pair-shareJigsawDraw-your-own comic stripVisual Thinking Notes |
| ***Materials*** |
| * Understanding Comics
* Personal Struggles: Impacts of Setting, Racism and Religion
	+ - Discussion of Racism and Politics in comics
			* *Marvel 1602*
			* *Magneto Testament* (a Holocaust Story) - PDF
			* *Civil War* (Diversity, Equity & Inclusion)
			* *Black Panther* (Discussions of slavery and African vs African American Culture; Amistad)
			* *I Kill Giants* (Child dealing with critical illness; LGBTQ & Disabilities )
			* Gender/Feminism – Lit Circles
		- Discussion of Sexism/Gender representation in comics
			* *Nimona* (LGBTQ & Disabilities )
			* *Unbeatable Squirrel Girl Vol. 1* (LGBTQ & Disabilities )
			* *Strong Female Protagonist* – Webcomic (Diversity, Equity & Inclusion)
			* *Ms. Marvel* (Will also include a discussion on Muslim representation; Diversity, Equity & Inclusion)
* Units may also incorporate clips from various other mediums or adaptations such as films or animated/TV series, as well as supplemental materials (poetry, myths, nonfiction articles, etc.)
* Technology: Laptops, Desktop Computer, Smartboard/Promethean Board, Document Camera
 |
| ***Assessments*** |
| * **Formative:**
* Lit Circle Surveys
* Study Guides/Graphic Organizers
* Reading Quizzes
* Vocab/Term Quizzes
* Close Reading Worksheets
* **Summative Unit Assessment**: Analytical Essay
* Units will also include reading comprehension assessments and other formative and summative assessments, such as one-pagers, essays, etc., as well as an end-of-semester culminating assessment.
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **MODIFICATIONS** |
| * Open Book/Notes assessments
* Chunking Readings
* Section Summaries
* Guided Visual Thinking Notes
* Extended Time

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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA- Graphic Novel Semester Course** |
| **Unit Title:** **Memoirs** |
| **Target Course/Grade Level: Grades 11 & 12** |
| **Duration: Week 18- Week 21** |
| **Description:** This unit will focus on graphic novels that serve as historical and personal accounts. Memoirs are an individual’s personal reflection on a particular event, and the graphic novel adds a visual component to this storytelling mode. We will examine the impact of the images of the story as compared to traditional novel-esque memoirs like *Night* (read in English 1). |
| **Enduring Understandings** |
| * Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone.
* Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
* Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
* Supporting analysis through textual evidence
* Identify the development of theme or central idea with a novel
* Analyze how complex characters develop over the course of a text

Each unit will also incorporate practice of traditional literary ideas, including but not limited to:**Literary Argumentation*** ICE-T
* Thesis
* MLA

**Character** * Direct & Indirect Characterization
* STEAL

**Structure** * Plot
* Panels & Visuals
* Setting
* Imagery
* Impact & Purpose

**Figurative Language** * Metaphor
* Allegory
* Symbolism

**Narrator*** POV
* Reliable/Unreliable Narrator
* Bias
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices*** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* RL.11-12.3. Analyze the impact of the author’s choices regarding how to 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).
* RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
* RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
* RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
* W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.8. 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).
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*** **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
* 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
* 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethic
* **SEL Competencies Standards:** Self-awareness & Social awareness
* **CRPs**
* Utilize Critical Thinking to make sense of problems and persevere in solving them
* Consider the environmental, social and economic impacts of decisions
* Model Integrity, ethical leadership and effective management
* Demonstrate creativity and innovation
* **Social Emotional Learning Competencies**
* Self-awareness
* Self-management
* Social Awareness
* Responsible Decision-Making
* Relationship Skills
* **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
* **Interdisciplinary Standards - History**
* **6.1.12.HistoryCC.3.a**
* 6.1.12.CivicsPR.2.a
* 6.1.12.HistorySE.2.a
* 6.1.12.HistoryCA.2.a
* 6.1.12. CivicsDP.3.c
* 6.1.12.HistoryUP.3.a
* 6.1.12.HistoryUP.3.b
* 6.1.12.CivicsDP.4.b
* **6.1.12.HistoryCA.7.a**
* **6.1.12.CivicsHR.8.a**
* 6.1.12.CivicsDP.11.a
* 6.1.12.CivicsHR.11.a
* 6.1.12.HistoryCC.11.d
* 6.1.12.CivicsDP.13.a
* 6.1.12.HistoryCA.14.c
* 6.1.12.HistorySE.14.a
* 6.1.12.HistorySE.14.b
* 6.1.12.HistorySE.15.b
* **6.1.12.HistoryUP.16.a**
* *RST.11-12.2*
* *RST.11-12.3*
* *RST.11-12.7*
* *WHST.11-12.1*
* *SL.11-12.1*
 |
| **Essential Questions** |
| * Are graphic novels an appropriate vehicle for memoirs?
* How does the visual nature of graphic novels affect the impact of the memoir?
 |
| **Student Learning Objectives** |
| ***Students will…**** Be able to decipher the author’s craft through close reading
* Be able to predict outcomes by synthesizing patterns across texts
* Be able to support with textual evidence the progression of the Hero’s Journey, heroic qualities, and archetypal patterns
* Be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Be able to determine a theme or central idea of a text and analyze it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* Be able to identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
* Be able to analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
 |
| ***Suggested Activities*** |
| Scaffolded Reading WorksheetsStudy GuidesGraphic organizersClose Reading of Panels w/ panels on smartboard screenWhole Class DiscussionReading QuizzesKahootBook ClubsThink aloudAnnotation guidesThink-pair-shareJigsawDraw-your-own comic stripVisual Thinking Notes |
| ***Materials*** |
| * Understanding Comics
* *Maus I/II* (Memoir – 1st & 2nd generation Holocaust survivors)
* *Persepolis* (Memoir - Islamic Revolution; Diversity, Equity & Inclusion)
* *They Called us Enemy* (Memoir - Japanese “Relocation Center” WWII; Asian American/Pacific Islanders) – PDF
* Units may also incorporate clips from various other mediums or adaptations such as films or animated/TV series, as well as supplemental materials (poetry, myths, nonfiction articles, etc.)
* Technology: Laptops, Desktop Computer, Smartboard/Promethean Board, Document Camera
 |
| ***Assessments*** |
| * **Formative:**
* Study Guides/Graphic Organizers
* Reading Quizzes
* Vocab/Term Quizzes
* Close Reading Worksheets
* **Summative Unit Assessment**: Close-Reading Presentation & Essay
* Units will also include reading comprehension assessments and other formative and summative assessments, such as one-pagers, essays, etc., as well as an end-of-semester culminating assessment.
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **MODIFICATIONS** |
| * Open Book/Notes assessments
* Chunking Readings
* Section Summaries
* Guided Visual Thinking Notes
* Extended Time

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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA- Graphic Novel Semester Course** |
| **Unit Title:** Putting it all together |
| **Target Course/Grade Level: Grades 11 & 12** |
| **Duration:**  **Week 18- Week 21** |
| **Description:** This unit will focus on graphic novels that serve as historical and personal accounts. Memoirs are an individual’s personal reflection on a particular event, and the graphic novel adds a visual component to this storytelling mode. We will examine the impact of the images of the story as compared to traditional novel-esque memoirs like *Night* (read in English 1). |
| **Enduring Understandings** |
| * Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone.
* Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
* Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
* Supporting analysis through textual evidence
* Identify the development of theme or central idea with a novel
* Analyze how complex characters develop over the course of a text

Each unit will also incorporate practice of traditional literary ideas, including but not limited to:**Literary Argumentation*** ICE-T
* Thesis
* MLA

**Character** * Direct & Indirect Characterization
* STEAL

**Structure** * Plot
* Panels & Visuals
* Setting
* Imagery
* Impact & Purpose

**Figurative Language** * Metaphor
* Allegory
* Symbolism

**Narrator*** POV
* Reliable/Unreliable Narrator
* Bias
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices*** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* RL.11-12.3. Analyze the impact of the author’s choices regarding how to 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).
* RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
* RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
* RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
* W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.8. 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).
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*** **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
* 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
* 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethic
* **SEL Competencies Standards:** Self-awareness & Social awareness
* **CRPs**
* Utilize Critical Thinking to make sense of problems and persevere in solving them
* Consider the environmental, social and economic impacts of decisions
* Model Integrity, ethical leadership and effective management
* Demonstrate creativity and innovation
* **Social Emotional Learning Competencies**
* Self-awareness
* Self-management
* Social Awareness
* Responsible Decision-Making
* Relationship Skills
* **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
* **Interdisciplinary Standards - History**
* **6.1.12.HistoryCC.3.a**
* 6.1.12.CivicsPR.2.a
* 6.1.12.HistorySE.2.a
* 6.1.12.HistoryCA.2.a
* 6.1.12. CivicsDP.3.c
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* 6.1.12.HistorySE.15.b
* **6.1.12.HistoryUP.16.a**
* *RST.11-12.2*
* *RST.11-12.3*
* *RST.11-12.7*
* *WHST.11-12.1*
* *SL.11-12.1*
 |
| **Essential Questions** |
| * What is Dystopian Literature?
* How do graphic novel interpretations of Dystopia differ from prose?
* Does good cover bad?
 |
| **Student Learning Objectives** |
| ***Students will…**** Be able to decipher the author’s craft through close reading
* Be able to predict outcomes by synthesizing patterns across texts
* Be able to support with textual evidence the progression of the Hero’s Journey, heroic qualities, and archetypal patterns
* Be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* Be able to determine a theme or central idea of a text and analyze it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* Be able to identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
* Be able to analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
 |
| ***Suggested Activities*** |
| Scaffolded Reading WorksheetsStudy GuidesGraphic organizersClose Reading of Panels w/ panels on smartboard screenWhole Class DiscussionReading QuizzesKahootBook ClubsThink aloudAnnotation guidesThink-pair-shareJigsawDraw-your-own comic stripVisual Thinking Notes |
| ***Materials*** |
| * Understanding Comics
* *V for Vendetta* (Climate Change)
* Excerpts from the *V for Vendetta Film*
* Units may also incorporate clips from various other mediums or adaptations such as films or animated/TV series, as well as supplemental materials (poetry, myths, nonfiction articles, etc.)
* Technology: Laptops, Desktop Computer, Smartboard/Promethean Board, Document Camera
 |
| ***Assessments*** |
| * **Formative:**
* Study Guides/Graphic Organizers
* Reading Quizzes
* Vocab/Term Quizzes
* Close Reading Worksheets
* Intertext Analysis: students choose a thinker, artist, singer, novel, or film which appears in V for Vendetta and do some research on it. They need not read/watch the entire piece but they need to discover enough about it to write a paragraph on how the intertext speaks to and complicates the ideas in the graphic novel.
* **Summative Unit Assessment**: Create a Graphic novel
* Units will also include reading comprehension assessments and other formative and summative assessments, such as one-pagers, essays, etc., as well as an end-of-semester culminating assessment.
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **MODIFICATIONS** |
| * Open Book/Notes assessments
* Chunking Readings
* Section Summaries
* Guided Visual Thinking Notes
* Extended Time

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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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