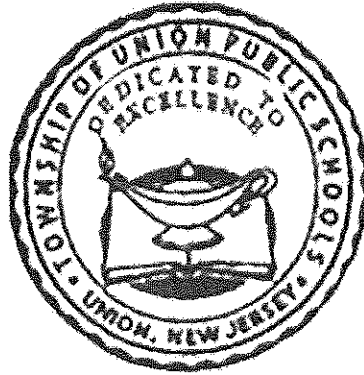


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN505S  
Graphic Novels**

**Adopted 6/2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

Graphic Novel course is about storytelling through art. It provides the reader with an alternative to mere text on a page by conveying events through detailed artwork. This class will emphasize historical events and social experiences through the medium of the comic. Students will also explore how to apply these techniques into their own storytelling.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.9-10.1,2,3,5,6,7,9	W.9-10.1b, 2a-d, 3a-e	SL.9-10. 1a-d	L.9-10.3
Unit 2	Ri.9-10.1,2,3,6,7,8	W.9-10.1b, 2a-d, 3a-e	SL.9-10. 1a-d	L.9-10.3

## Pacing Guide

	Anticipated Length of Time (90 days)
Unit 1	45 Days
Unit 2	45 Days

### Unit 1: Voices of Experience

#### Unit Summary

This unit will explore graphic novels whose narrative focuses on individuals living in a world of war. The stories give individual world perspectives from the holocaust, middle-east conflict and growing up in Iran during the Islamic Revolutionary. Students will explore what lessons can be learned from cultures and historical events other than the one they currently know.

**Essential Questions**

What can the voices of the past teach us?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RL.9-10.1
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	RL.9-10.2
Analyze 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.	RL.9-10.3
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 specific effects (e.g. mystery, tension, or surprise).	RL.9-10.5
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.	RL.9-10.6
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée	RL.9-10.7

des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).	
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RL.9-10.9
<b>Suggested Materials/Educational Resources</b>	
Understanding Comics Maus II Persepolis 1 Persepolis 2 Footnotes to Gaza Anthology of Graphic Fiction	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	W.9-10.1b
<p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex</p>	W.9-10. 2a-d

<p>ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	
<p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W9-10. 3a-e</p>
<b>Suggested Materials/Educational Resources</b>	
<p>Google Docs</p> <p>Google Classroom</p>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-</p>	<p>SL.9-10. 1a-d</p>

<p>reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	
<b>Suggested Materials/Educational Resources</b>	
Google Docs Google Slides Google Classroom	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	L.9-10.3
<b>Suggested Materials/Educational Resources</b>	
Understanding Comics	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Compare and Contrast Presentation	Original Graphic Novel
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
Understanding Comics Maus II Persepolis 1&2	<a href="http://www.pixton.com">www.pixton.com</a>



Footnotes to Gaza Anthology of Graphic Fiction		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Graphic Novel	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Graphic Novel How To</u>
<u>Graphic Novel How To #2</u>
<u>Pixton How To</u>



This unit will explore graphic novels journey to a social truth. The socials issues vary between the civil rights movement, terrorism and the many areas of America that are devastated by political or social injustices.

**Essential Questions**

How can the journey to knowledge change us?

READING	
Critical Knowledge and Skills	Standards
Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	Ri.9-10.2
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Ri.9-10.3
Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	Ri.9-10.6
Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Ri.9-10.7
Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	Ri.9-10.8
<b>Suggested Materials/Educational Resources</b>	
Understanding Comics Footnotes to Gaza 9/11 Commission Report March Days of Destruction Days of Revolt	

WRITING	
Critical Knowledge and Skills	Standards
B. Use narrative techniques, such as	W.9-10.1b

<p>dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	
<p>E. ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>F. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>G. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>H. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>W.9-10. 2a-d</p>
<p>F. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>W.9-10. 3a-e</p>

<p>I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<b>Suggested Materials/Educational Resources</b>	
Google Docs Google Classroom	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>F. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>G. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>H. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the</p>	<p>SL.9-10. 1a-d</p>

evidence and reasoning presented.	
<b>Suggested Materials/Educational Resources</b>	
Google Docs Google Slides Google Classroom	

<b>LANGUAGE</b>	
Critical Knowledge and Skills	Standards
Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	L.9-10.3
<b>Suggested Materials/Educational Resources</b>	
Understanding Comics	

<b>ASSESSMENT PLAN</b>		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Informative Presentation	Informational Graphic Novel	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
Understanding Comics Footnotes to Gaza 9/11 Commission Report March Days of Destruction Days of Revolt	www.pixton.com	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Graphic Novel	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
Graphic Novel How To Graphic Novel How To #2 Pixton How To