

Common Core Standards Curriculum Map - _____ Modern Graphic Novel _____
 QUARTER ___1___

Unit 1A: Intro to the Graphic Novel Form - (10-15 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS RI.1, RI.4</p> <p>REINFORCE RI.7, W.3, SL.1, SL.2, L.5</p> <p>RECUR RI.10, W.10, L.6</p>	<p><i>1. What is a graphic novel?</i></p> <p><i>2. What is the history of comics as we know them?</i></p> <p><i>3. What is the most effective way to read comics?</i></p> <p><i>4. How does the comic form use transitions to build closure?</i></p> <p><i>5. How do comics engage the passing of time?</i></p> <p><i>6. How do comics show emotion through art?</i></p>	<p>Prior Learning: Students have read some comics and have a basic understanding of the medium.</p> <p>Current Learning: Strategies for reading comics and understanding the sequential art form including emotion, transition, expression, and color.</p> <p>Future Learning: Direct application of the abovementioned skills through reading comics on the list.,</p>	<ul style="list-style-type: none"> ● PowerPoint lecture on the history of comics (I) ● Class reading and assignment of chapters in <i>Understanding Comics</i> by Scott McCloud (I) ● Quizzes on chapters (FA) ● Complete a Comic activity (I, FA) ● Complete an emotional art activity (I, FA) ● Final assessment (written test) on concepts covered in the book (SA)

Resources:

- PowerPoint presentation on the history of comics
- *Understanding Comics* by Scott McCloud
- Comic strip, emotion, and color templates
- Quizzes for certain chapters
- Google Classroom page

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Unit_Ms. Marvel_ - (5-7 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS RL.1, RL.2, RL.3, RL.6, W.3</p> <p>REINFORCE RL.4, W.2, SL.1, SL.3, L.1</p> <p>RECUR RL.10, W.10, SL.6, L.5, L.6</p>	<p><i>1. How does the text represent muslim and Pakistani culture?</i></p> <p><i>2. What other challenges does Kamala face in her journey?</i></p> <p><i>3. How does this book represent a hero's journey?</i></p>	<p>Prior Learning: Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Current Learning: Students will be exposed to information about Pakistani culture. Students will trace the plot of the story including major conflicts, character interactions, and resolution.</p> <p>Future Learning: Students will move on to other texts with similar themes and compare them to this text.</p>	<ul style="list-style-type: none"> ● Introduction to the Pakistani and muslim culture through videos and research (I) ● Silent reading of the text followed by discussion of the structure and presentation of the narrative. (FA) ● TED Talk by Sana Amanat (I) ● Worksheet comparing Conrad's Hero's Journey to Kamala (FA) ● Final Project - create a cultural hero comic (SA)

Resources:

- Copies of Ms. Marvel Volume 1: No Normal
- Videos and readings on Pakistani and Muslim culture
- Handouts and assignments

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Unit American Born Chinese - (5-8 days)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS RL.5, RL.6, W.3, SL.4, L.5</p> <p>REINFORCE RL.2, RL.7, W.1, W.9, SL.1, SL.4,</p> <p>RECUR W.10, SL.5, SL.6, L.6</p>	<p><i>1. How does the book represent cultural stereotypes and is it done appropriately?</i></p> <p><i>2. What is personal identity and how does the novel explore this concept with the characters of Jin and Danny?</i></p> <p><i>3. What is your own cultural identity and upon what is it based in terms of your own experiences?</i></p>	<p>Prior Learning: Students have had the opportunity to sample cultural representation in the previous text.</p> <p>Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Current Learning: Students will learn about Chinese history (the Monkey King, religious history, cultural history).</p> <p>Students will get initial lessons on stereotypes with a focus on racial insensitivity and how parody can be used to combat it.</p> <p>Students will explore their own family histories including cultural, religious, and social expectations.</p> <p>Future Learning: Students will get further lessons on archetypes and personal identity.</p>	<ul style="list-style-type: none"> ● Identity comic (I) ● Character Carousel (i) ● Quizzes on text (FA) ● Personal family history minicomic (SA)

Resources:

- Copies of *American Born Chinese*
- Videos of Interviews with author and artist Gene Yang
- Quizzes
- Large post-it paper
- Final assessment handouts

Common Core Standards Curriculum Map - Modern Graphic Novel
 QUARTER 1

Unit I Kill Giants - (10 days)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS: RL.3, RL.5, SL.2, RL.7</p> <p>REINFORCED: RL.1, RL.6, W.3, W.7, SL.5</p> <p>RECUR: RL.10,W.10, SL.6, L.6</p>	<p><i>1. What is “magical realism” and how is it employed in the text?</i></p> <p><i>2. How does the artist use visual imagery in order to enact symbolism in the text?</i></p> <p><i>3. What are the main character’s demons and how are they manifested in the text?</i></p> <p><i>4. What are your anxieties and fears and how would you characterize them if they manifested physically?</i></p>	<p>Prior Learning:</p> <p>Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Students have learned how to examine characters and explore specific qualities through textual analysis.</p> <p>Current Learning:</p> <p>Students will explore magical realism as a concept and within the novel.</p> <p>Students will talk about grief and anxiety and how it can manifest and look to the novel to see how it is handled there.</p> <p>Students will explore the challenges in their own lives and how they have managed to overcome them.</p> <p>Students will watch a film adaptation of the text and explore the differences in the story.</p> <p>Future Learning:</p> <p>Students will be introduced to more</p>	<ul style="list-style-type: none"> ● Magical realism group discussion (I) ● Q&A with author Joe Kelly (I) ● Panel Analysis: Magical Realism (FA) ● Design Your Own Giant and Hammer Project (SA) ● Final assessment on <i>I Kill Giants</i> (SA)

		magical realism in future texts.	
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		Students will explore additional examples of adversity in the next book.	
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Resources:

- Copies of *I Kill Giants*
- DVD of motion picture adaptation
- Handouts
- Contact information of author Joe Kelly
- Final assessment handouts

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 QUARTER __2____

Unit _A.D. New Orleans After The Deluge_ - (5 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS: RI.1, RI.5, W.3, SL.2</p> <p>REINFORCED:RI.2, RI.5, W.4, W.5, W.7,SL.4, L.1,</p> <p>RECURRING: RI.3, Ri.4, RI.10, W.10, L.2, L.3, L.6</p>	<p><i>1. How does nonfiction storytelling in the graphic novel medium differ from the fiction texts we have read up to this point?</i></p> <p><i>2. How can we effectively interview a subject in order to tell their story graphically?</i></p> <p><i>3. What happened during Hurricane Katrina and what is the long term impact on the region and its residents?</i></p>	<p>Prior Learning:</p> <p>Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Students have learned how to examine characters and explore specific qualities through textual analysis.</p> <p>Students have learned about personal adversity.</p> <p>Current Learning:</p> <p>Students will explore the memoir form and how it manifests as a graphic novel.</p> <p>Students will learn about Hurricane Katrina and how it impacted our country.</p> <p>Students will learn how to conduct an interview and write/draw a graphic memoir that is someone else's story.</p> <p>Future Learning:</p> <p>Students will learn more about the memoir form and why it is important to be able to identify with other people's' struggles.</p>	<ul style="list-style-type: none"> ● Viewing videos of the Katrina disaster and exploring the history behind the novel (i) ● Reading <i>A.D. New Orleans</i> and reporting on specific characters(FA) ● How to effectively interview activities (FA) ● Interview memoir (SA)

		Students will engage other storytelling styles in future units.	
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Resources:

- Copies of *A.D. New Orleans*
- Handouts
- Videos on YouTube of analysis and history of Katrina and its aftermath
- Final assessment handouts

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 QUARTER 2

Unit Lumberjanes - (days/ blocks)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS: RL.1, RL.6, W.2, SL.1, SL.4</p> <p>REINFORCED: RL.2, R.4, W.5, W.8, SL.5, L.4</p> <p>RECURRING: RL.5, RL.10, W.10, SL.6, L.6</p>	<p><i>1. What is feminist criticism and how can it be applied to literature?</i></p> <p><i>2. How are women represented in the text?</i></p> <p><i>3. What makes a “powerful woman” and what purpose does categorizing them serve?</i></p> <p><i>4. What are archetypes and how do characters from the text fit into these categories?</i></p>	<p><u>Prior Learning:</u></p> <p>Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Students have learned how to examine characters and explore specific qualities through textual analysis.</p> <p>Students have learned about personal adversity.</p> <p><u>Current Learning:</u></p> <p>Students will learn about accomplished women as a stepping stone to understanding feminist criticism.</p> <p>Students will be exposed to archetypal criticism and apply it to the text.</p> <p><u>Future Learning:</u></p> <p>In subsequent units, students will apply the new tenets of literary criticism to other texts.</p> <p>Students will explore more moralistic and ethical issues in future units.</p>	<ul style="list-style-type: none"> ● Introductions to both feminist and archetypal criticism (I) ● Powerful Women group handout (I) ● Powerful Women individual handout (FA) ● Archetype guessing game (I) ● Archetype Project (SA)

Resources

- Copies of *Lumberjanes*
- Archetype Presentation
- Videos explaining feminist criticism
- Handouts
- Final assessment handouts

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Unit Upgrade Soul - (10 days)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS: RL.2, W.1</p> <p>REINFORCE:RL.3, RL.5, RI.6, SI.1, SL.4</p> <p>RECUR: RL.10, W.10, SL.6, L.6</p>	<p><i>1. What is science fiction and how does the genre look when translated to the graphic novel medium?</i></p> <p><i>2. What are the moral implications of medically created immortality?</i></p> <p><i>3. What are the sociopolitical implications of medical science eliminating death?</i></p> <p><i>4. What physical attributes would you change about yourself if you could?</i></p> <p><i>5. How tied to our physical body is our identity?</i></p>	<p>Prior Learning:</p> <p>Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Students have learned how to examine characters and explore specific qualities through textual analysis.</p> <p>Students have learned about personal adversity.</p> <p>Current Learning:</p> <p>Students will learn about science fiction and how it reflects society of the time.</p> <p>Students will learn about identity and how it connects to the physical self.</p> <p>Students will consider the sociopolitical impact of immortality.</p> <p>Future Learning:</p> <p>Students will take what they have learned up to this point and apply it to a text of their choice for the final exam.</p>	<ul style="list-style-type: none"> ● Class brainstorm of science fiction tenets (I) ● Group reading of the text (I) ● Reading retention quizzes (SA) ● Discussion of socio-political criticism (I) ● Upgrade Soul Moral and Cultural Paper/Project (SA)

Resources:

- Copies of *Upgrade Soul*
- Science Fiction Presentation
- Handouts
- Final assessment handouts

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Unit _SSR Final__ - (5 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS: RL.1, W.1, SL.2, SL.4</p> <p>REINFORCE: RL.2, RL.3, RL.5, RL.6, W.4, W.9, SL.1</p> <p>RECUR: RL.10, W.10, SL.6, L.6</p>	<p><i>1. How can you apply the information learned in this course to a text of your choosing?</i></p>	<p><u>Prior Learning:</u> Students have had exposure to the study and analysis of the graphic novel form through previous lessons.</p> <p>Students have learned how to examine characters and explore specific qualities through textual analysis.</p> <p>Students have learned about personal adversity, immortality, morality, and identity.</p> <p>Students have learned about feminist, archetypal, and sociopolitical criticism.</p> <p><u>Current Learning:</u></p> <p><u>Future Learning:</u></p>	<ul style="list-style-type: none"> ● Students will read a text of their choice (I) ● Final Exam Presentation (SA)

Resources:

- Graphic novel of students' choice
- Final assessment document
- Computer (Prezi, PowerPoint, Slides)
- Digital camera or phone (for page photos)

