Unit 2: Who Am I?

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Belleville Public Schools

Curriculum Guide

The Graphic Novel, Grades 11-12

Unit 2: Who Am I?

Belleville Board of Education

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Unit Overview

The second unit of the year focuses on the bildungsroman and magical realism. Students will compare their own coming-of-age stories to those of the novels' teenage protagonists, who struggle to find meaning in a world that just doesn't seem to understand. The characters' daydreams begin to affect the "real world," complicating their already troubled lives by blurring the line between fantasy and reality. In Gene Luen Yang's American Born Chinese, the journey of the Chinese folk hero Sun Wukong is juxtaposed with the modern-day struggles of a so-called ABC teenager. In I Kill Giants, by Joe Kelly and JM Ken Nimura, a precocious (yet troubled) 5th grader escapes into Dungeons & Dragons-inspired fantasies to escape the darkness in her life. As students read and write about these characters' struggles, they will continue to analyze the ways in which the visual nature of medium further enhances literary techniques such as tone, mood, and point of view. Students will learn how comic artists convey time and motion through static images, and how the mind interprets these visual abstractions as "the real thing."

Enduring Understanding

1. Everyone is capable of great things

2. Everyone has secrets
3. Our self-image influences (and is influenced by) our hopes and dreams
4. Knowledge of oneself can help one understand one's place in the world
5. Stereotypes are socially constructed caricatures that exaggerate qualities of a person/people

Essential Questions

1. How do individuals attempt to define themselves?
2. What does it mean to "belong?"
3. To what extent are one's notions of self informed by those around him/her?
4. To what extent are "voices in our heads" imaginary?
5. How do comic artists appeal to all five senses in a purely visual medium?

Exit Skills

1. Define and describe tone and mood
2. Explain and analyze multiple parallel narrative threads in a single work
3. Describe how an artist's art style can compliment or supplement the author's narrative style in a work of comic art
4. Compare and contrast multiple narrators using the STEAL method of characterization (Speech, Thoughts, Effects on others, Actions, Looks)
5. Read/watch and interpret examples of satire
6. Analyze and evaluate the use of satire as a means of social commentary

New Jersey Student Learning Standards (NJSLS-S)

LA.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.
LA.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.
LA.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).
LA.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. (e.g., Shakespeare as well as other authors.)
LA.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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.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.
LA.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.
LA.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.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.10	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 tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Connections

Technology-research as needed

Art-analyze visual images and color and their effect on the reader

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

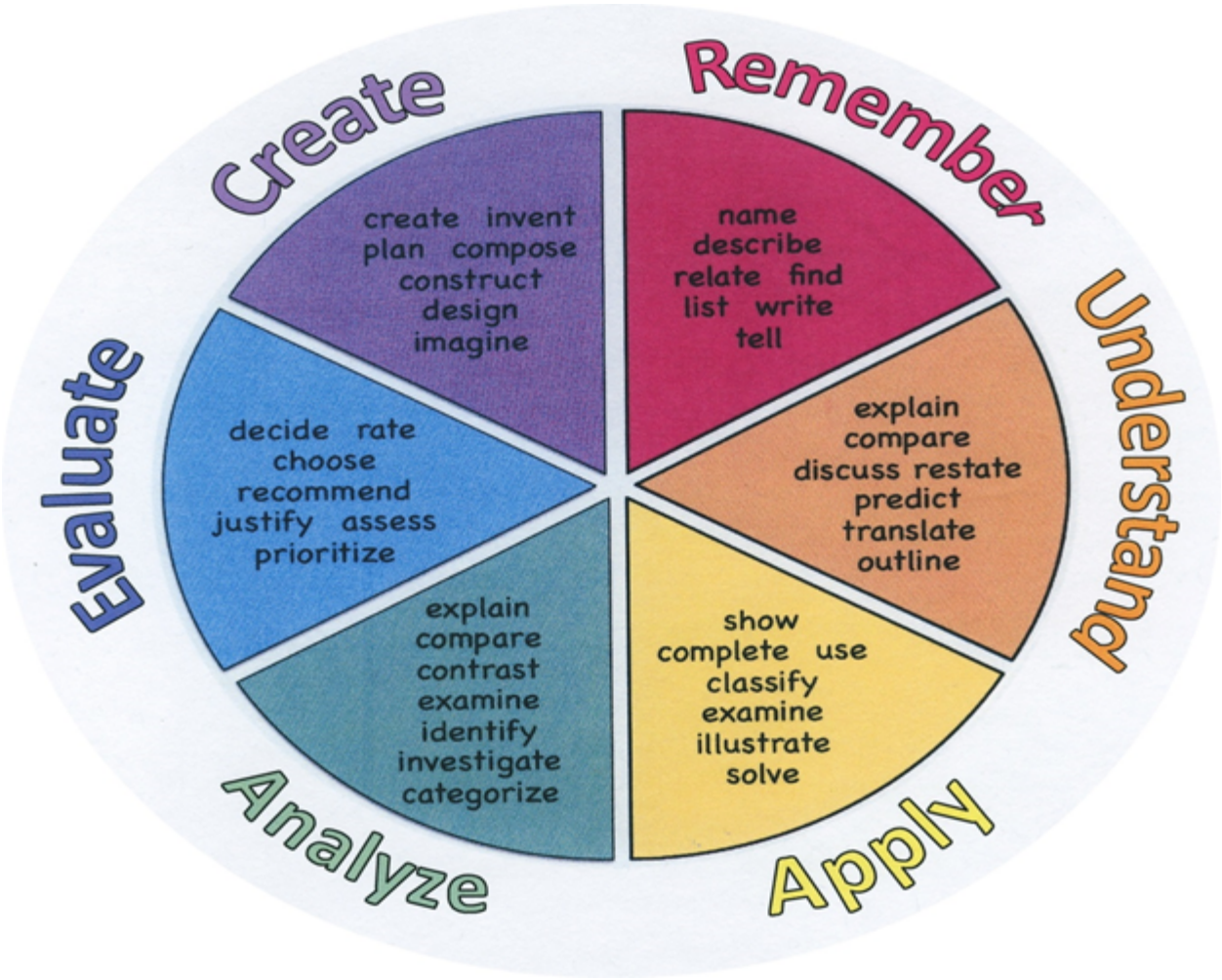
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
VPA.1.1.12.A.CS1	Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Learning Objectives

- Regularly respond to readings in journal entries and class discussions.
- Write original works of social commentary, including reflection pieces and works of satire.
- Track the development of parallel storylines throughout a novel and explain the interactions that occur.
- Make connections between protagonists and themselves.
- Identify and analyze the ways in which artists convey time, motion, and sound in static images.
- Read texts that feature multiple narrators and multiple parallel storylines.
- Write scene breakdowns that explain techniques used in visual narratives.
- Write essays that include strong thesis statements, relevant evidence from a text, and thorough explanation and analysis of the evidence

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose Describe Define Label List Locate Match Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Classify Defend Demonstrate Distinguish Explain Express Extend Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Choose Dramatize Explain Generalize Judge Organize Paint Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Categorize Classify Compare Differentiate Distinguish Identify Infer Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Appraise Judge Criticize Defend Compare Assess Conclude Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Combine Compose Construct Design Develop Formulate Hypothesize Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

Students will complete regular journal prompts for assigned readings and write breakdowns and translations for specific scenes, in which they will analyze select scenes by deconstructing them down to their individual shots/transitions and write narrative translations of the silent sequences of images, complete with character's thoughts and dialogue. This will enhance their critical thinking skills, writing, and creativity.

Students will be required to read at least one supplemental text per marking period. They may choose from a recommended list or submit a book for approval. Students will be required to complete a reading log and a book review for each choice book. Every student will sign up to present at least one book review to the class before the end of the year. This will encourage students to read outside the classroom and in turn hopefully boost reading skills.

Assessment Evidence - Checking for Understanding (CFU)

Student journals - formative assessment

Independent reading log - formative assessment

Classroom discussions on the history of comics - formative assessment

Unit quiz - summative assessment

Presentations - alternative assessment

Other CFUs at the teacher's discretion.

Classroom discussions on

Understanding Comics by Scott McCloud;

American Born Chinese by Gene Luen Yang;

I Kill Giants by Joe Kelly and JM Ken Niimura

Exit Ticket: How do the chapters of Understanding Comics enhance the images and messages of the books in this unit?n- formative assessment

Other CFUs at the teacher's discretion.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Chapters 4 and 5 of Understanding Comics by Scott McCloud;

American Born Chinese by Gene Luen Yang;

I Kill Giants by Joe Kelly and JM Ken Niimura

Ancillary Resources

Select excerpts from Calvin and Hobbes by Bill Waterson,

Signal to Noise by Neil Gaiman and Dave McKean,

Joe the Barbarian by Grant Morrison and Sean Murphy

Technology Infusion

Google Classroom

Google Website

Blogger

Google Docs

Google Slides

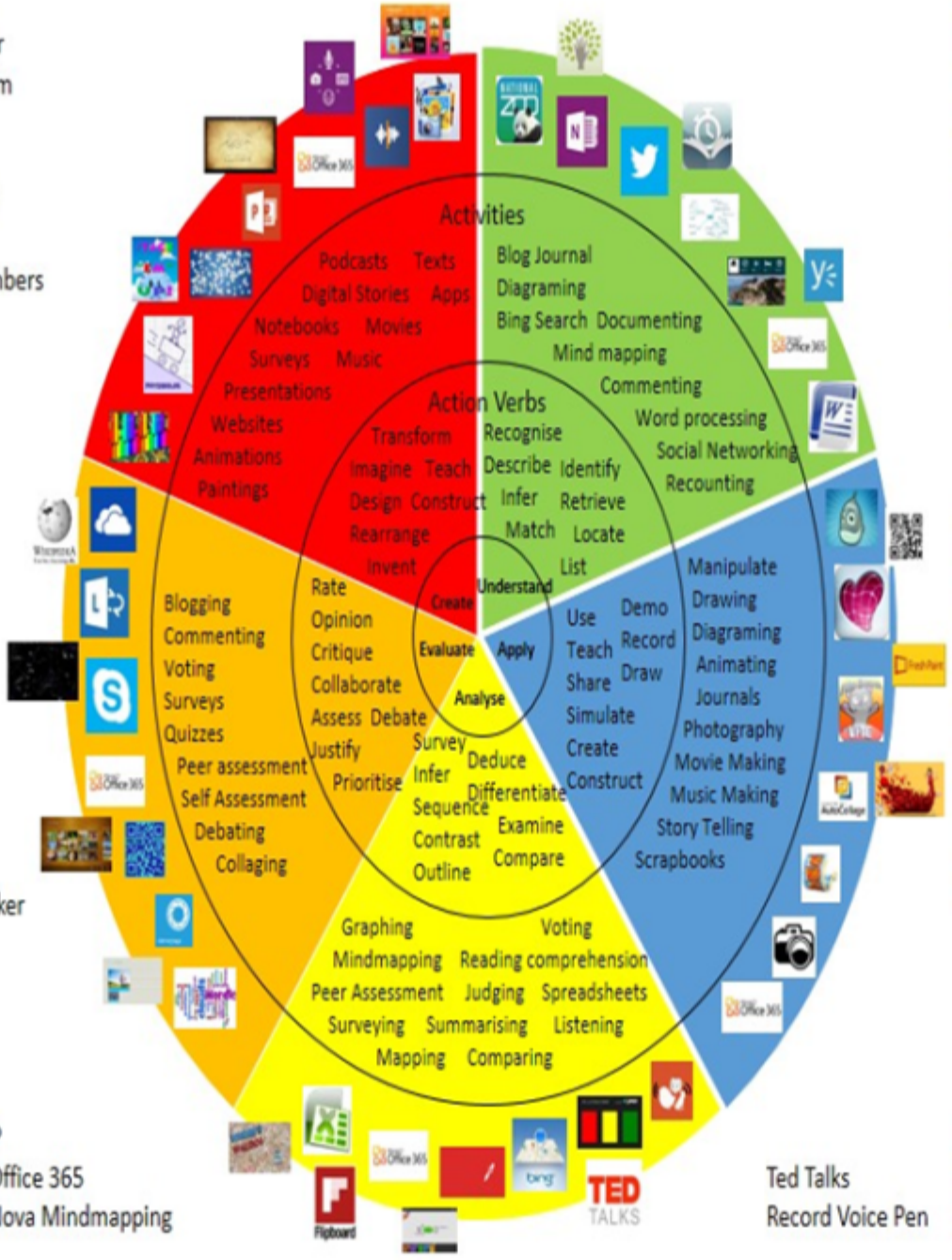
Screencastify

Other technology infusions are used at the teacher's discretion.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

-Extra time to complete assignments

-Repeat directions in class and on teacher website

-Preview vocabulary and notes on teacher website

Hi-Prep Differentiations:

-Leveled rubric (student made)

-Literature Circles/Socratic Seminar

Lo-Prep Differentiations

-Flexible grouping/seating among classmates

-Think-Pair-Share Online Blog entries

Special Education Learning (IEP's & 504's)

-Provide modifications in workload and extended time as specified in the student's IEP/504 plan

-Allow extra time for online blog submissions

-Allow student to preview the material via teacher website

-Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion

-Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

-Allow for shorter blog and homework responses

-Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Reduce multiple choice options on assessments

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Create two blogs about the unit (before and after)

-Allow students to work at a faster pace by having material assessible two weeks prior.

-Allow students to make more than one required speech to practice techniques.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Sample Lesson is located in Unit 1.