

# 07 Writing Pictures, Drawing Words Copied from: The Graphic Novel, Copied on: 11/15/23

Content Area: **ELA**  
Course(s):  
Time Period: **Semester**  
Length: **Two Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course will examine the literary elements that make up a graphic novel, i.e., word choice, illustrations, layout, author's craft and choice. Students will hone in on their reading skills to explore the various meanings of text and enhance their overall literacy skills of multimodal texts. The multidimensional aspects of graphic novels require readers to practice multiple ways of meaning making. Students will analyze what is both directly and indirectly stated or portrayed in the text. The goal will be that students come in contact with various genres of graphic novels, i.e., fiction, non-fiction, remakes, manga and personal narratives and refine their analytical skills.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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This unit will serve as the culminating project for the course. Students will be provided with time as well as a great amount of flexibility and choice when deciding how they wish to demonstrate mastery of the course's materials. All projects must be approved by the instructor and conferences, checkpoints, and benchmarks will be established. Projects must align with the objectives of the course as well as with its standards.

## **CONTENT AREA STANDARDS**

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SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CS.9-10.2.4	Collaborating Around Computing
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will understand:

- that all projects must be approved by the teacher.
- that all final projects must align with course goals, objectives, and standards.
- that a high level of analysis and creativity are expected for final projects.
- that conferences and benchmarks will be established in order to provide feedback, ensure productivity, and assist in creating the best possible product.

## **Procedural Knowledge**

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Students will be able to:

- write narrative, argumentative, and/or informational pieces that satisfy the requirements of the final project.
- produce and present clear and coherent projects that are fully developed and organized and are completed in a style that is appropriate for task, purpose, and audience.
- make strategic use of digital media.
- choose from a wide variety of project options or pitch an original one that satisfies the course requirements for mastery.
- take the information and knowledge gained throughout the course and apply them to produce an original, creative, and analytical project.
- present and defend their projects to the instructor and/or class.
- meet deadlines and benchmarks.
- attend teacher and peer conferences fully prepared with ideas and materials to share.
- use constructive criticism and feedback in order to produce the highest level product possible.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Brainstorming with Images
- Character Creations
- Teacher/Student Conferences
- Modified Rubrics

## **Formative Assessments**

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Project Proposals

Benchmarks

Peer Editing

Peer and Teacher Conferencing

Rough Drafts

## **Summative Assessments**

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The students will be provided with a variety of final project options. Some may focus more on an analysis of an existing piece while others may focus more on the creation of an original work. Some students may wish to dig into creating a story with images, others may want to create with digital images, others may be ready to create a story map. Some students may wish to pitch their own project idea. In all cases, however, a mastery of the graphic novel genre must be demonstrated. Flexibility will be offered in terms of project focus (a particular unit of interest vs. that of a more wide lens approach) as well as in independent vs. collaborative presentations (in the the case of a group project the scope and scale of the project must be appropriate for the number of individuals working together).

These final projects will be designed by the instructor in such a way as to encourage fun, creativity, and risk taking while highlighting the knowledge gained throughout the course.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teacher Created Project Options

## **INTERDISCIPLINARY CONNECTIONS**

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Audio/visual media analysis

Google

Educational tech applications

Work productively in teams while using cultural global competence.

Visual Language

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.