

## Contemporary Literature Curricular Philosophies

### **Vocabulary**

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will utilize best practices in vocabulary instruction to ensure students' mastery of selected words. (Standards L.9-10.4, 5, 6 indicate that vocabulary acquisition should focus on inferring meaning from context, patterns, and nuances in word meanings.)

### **Grammar**

Grammar structures of the writing we read will be studied in the context of the texts students are reading and materials they are writing. Any grammar instruction that might be needed will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the NJSLS for high school students.

The standards (L.9-12.1-2) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically use of parallel structure, use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. The standards also indicate that students must demonstrate command of capitalization, punctuation (specifically, semicolon and colon usage), and spelling.

Grammar addressed in the previous year's curriculum will be revisited and refreshed as appropriate for students' needs.

### **Research**

The high school research curriculum focuses on enhancing student skills in inquiry and internet research, on fostering collaborative research skills with peers, on appropriately citing sources and creating "works cited" pages, and on the assessment of sources for credibility and quality. Students will regularly put these skills into practice via short research assignments and projects across all units of study.

### **General Practices**

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study. Students will engage in digital writing practices such as those made available through Google Apps For Education (collaborative note-taking, peer editing, etc.). Students will create reviews in online forums as they read and critique a variety of novels. Students will write letters to authors inquiring about character development, world building, plot development, etc.
- **Technology:** Chromebooks and digital tools will be used to enhance and transform students' learning. Students will be asked to write collaboratively using

GoogleDocs, to both analyze and create multimodal texts, and to engage in open-ended inquiry on a regular basis. Students will utilize Chromebooks to access the internet discussion forums about their author or book in addition to websites such as Amazon and Goodreads for the purpose of reviewing and discussing their novel.

- **Independent Reading:** Students are expected and required to engage in independent reading outside of class throughout the course. This will be supported by English classroom libraries, school libraries, personal libraries, local public libraries and by teachers' individual plans for encouraging and incentivizing reading.
- **Instructional Strategies:** The Contemporary Literature curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, Literature Circles, problem-based learning, and learner-centered pedagogy. Modeling will be leveraged to make the thinking process associated with high quality reading and writing explicit to students. The teacher will model high quality processes for his/her students, and will use collaborative classroom practices to shift the onus to students during "modeling" mini-lessons.

**Unit Name: The Art of Writing and the Author**

<p><b>Core Fiction Texts:</b></p> <p><i>n/a</i></p>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● An article with multiple links about writing from <i>The Writer's Digest</i>, <a href="#">The Writer's Dig</a> by Brian Klems.</li> <li>● This author gave a 2 hour online presentation about character development - access through this link: <a href="#">"The Outer Limits of Inner Life: Bringing Character to Life by Looking Within"</a> - go to the 10:20 mark for the actual author talk, more is on his website: <a href="#">David Corbett</a></li> <li>● The <a href="#">Delve Writing</a> website offers numerous free lectures to help you hone your craft, allowing for further and</li> </ul>
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	<p>deeper analysis when understood and applied to other novels  <a href="http://www.delvewriting.com/old-recordings.html">http://www.delvewriting.com/old-recordings.html</a></p> <p>●</p>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Authors put their experiences into what they write in order to create authentic and genuine characters that are the basis for building the rest of a story</li> <li>- Understanding how to write, the process behind the development and the creation of a plot line give the reader more of an ability to analyze and assess the writing of multiple authors</li> <li>- Just because you haven't experienced something does not mean you can't relate to it, read about it or write about it</li> <li>- Everyone has a reaction to what they read and learning how to respond to others is a key to being respectful, even if opinions differ</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How do authors create authentic characters?</li> <li>- What makes good writing?</li> <li>- How do we react to literature in an intelligent and respectful manner?</li> </ul>
<p><b>Knowledge</b>  <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>- Internet etiquette for Blog posts</li> <li>- Formal and informal review formatting for writing</li> <li>- Correct formatting for professional/informal letter writing</li> <li>- The varied and different processes used by authors to create stories</li> <li>- The value authors themselves place on brevity, plot</li> </ul>	<p><b>Skills</b>  <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>- Write in a blog style forum to discuss readings with peers</li> <li>- Write formal and informal reviews for class assignments and for websites analyzing fiction, nonfiction, and poetry</li> <li>- Write letters to authors expressing appreciation of their writing and asking for them to participate in on-line discussions or to "Skype" in for a meeting</li> </ul>

<p>development and on direct and indirect characterization</p>	<ul style="list-style-type: none"> <li>- Interview techniques and questions for authors - check out these links for some great ideas but add to it. These two authors have some interesting thoughts about the interview process: <a href="#">Lawrence Wray</a> and <a href="#">Justine Larbalestier</a>.</li> <li>- Create questions that are genuine, relate to the author's life and its influence on their work</li> <li>- Understand the writing process in order to have a greater understanding in analyzing the work of others</li> </ul>
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<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.9-12.1</u>          Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Analyze the development of characters by an author</li> <li>- Create posts in forum opinions providing support of opinion</li> <li>- Formal and informal review of self-selected writings</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.9-12.2</u>          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.</p>	<ul style="list-style-type: none"> <li>- Formal and informal review of self-selected writings/readings (fiction, nonfiction, poetry)</li> <li>- Create a presentation in any media style introducing your book and the author to a new audience; generating interest in the reading of that novel and/or author</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.9-12.3</u>          Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Create fan fiction chapter based on favorite novel or series</li> <li>- Create a website or join a website adding to a timeline or genealogy of a series</li> </ul>

## Research

### CCSS.ELA-LITERACY.W.9-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### CCSS.ELA-LITERACY.W.9-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### CCSS.ELA-LITERACY.W.9-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Research the background of different authors that you have read or plan to read, understand their history, why they write, what types of writing they do, their career path and the various books they have and how they have been received.
- Research the actual novel itself to understand the basis for the plot and characters, determine if there is any basis in the real world - review the settings to see if they capture the essence of the world the characters inhabit
- Research various online resources to engender greater understanding of the novel and/or series
- Research and review other critical assessments of the novel and compare to your assessment and analysis

## Technology

### CCSS.ELA-LITERACY.W.9-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Work with peers to review and analyze authors and their novels in online forums
- Utilize various apps to connect with peers, authors, the world
- Skype - for author, publisher, or literary agent talks/ quick stop by lectures

<b>Unit Name: The Review</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Rules from the Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.goodreads.com/review/guidelines">https://www.goodreads.com/review/guidelines</a></li> <li>• <a href="https://www.amazon.com/gp/help/customer/display.html/ref=amb_link_47889982_1?ie=UTF8&amp;nodeId=201602680&amp;pf_rd_m=ATVPDKIKX0DER&amp;pf_rd_s=center-1&amp;pf_rd_r=7GJGHSA566QJEECMA5AD&amp;pf_rd_t=7001&amp;pf_rd_p=2338627022&amp;pf_rd_i=customer-reviews-guidelines">https://www.amazon.com/gp/help/customer/display.html/ref=amb_link_47889982_1?ie=UTF8&amp;nodeId=201602680&amp;pf_rd_m=ATVPDKIKX0DER&amp;pf_rd_s=center-1&amp;pf_rd_r=7GJGHSA566QJEECMA5AD&amp;pf_rd_t=7001&amp;pf_rd_p=2338627022&amp;pf_rd_i=customer-reviews-guidelines</a></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from Thomas C. Foster's <i>How to Read Literature like a Professor</i></li> <li>• Suggested Websites: <ul style="list-style-type: none"> <li>○ <a href="https://www.goodreads.com/author_blog_posts/4090036-how-to-write-a-fiction-book-review">https://www.goodreads.com/author_blog_posts/4090036-how-to-write-a-fiction-book-review</a> and <a href="http://www.writing-world.com/freelance/asenjo.shtml">http://www.writing-world.com/freelance/asenjo.shtml</a></li> <li>○ <a href="http://www.huffingtonpost.com/neal-wooten/tips-for-writing-amazon-r_b_6959118.html">http://www.huffingtonpost.com/neal-wooten/tips-for-writing-amazon-r_b_6959118.html</a></li> </ul> </li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Novels contain the elements of fiction.</li> <li>- The elements of fiction are plot, characters, conflict, setting, &amp; point of view</li> <li>- Literature can help a person learn about him or herself.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What is literature?</li> <li>- What creates value in literature?</li> <li>- What are the elements of fiction?</li> <li>- How does literature teach people about themselves?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- <b>Elements of fiction:</b> Plot, characters, conflict, setting, point of view, &amp; theme</li> <li>- <b>Components of Review:</b> background information, opinion, support of opinion through summary of story, analysis and either comparison or contrasts to other pieces, connections to literary trends and recommendations</li> <li>- Definition of literature</li> <li>- Definition of literary merit</li> <li>- The components of a review: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/what-think-writing-review-876.html">http://www.readwritethink.org/classroom-resources/lesson-plans/what-think-writing-review-876.html</a></li> <li>-</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify, define &amp; evaluate the elements of fiction</li> <li>- Create personal definitions of literature and literary merit.</li> <li>- Define, categorize, identify, analyze, and create a review</li> <li>- Read, analyze, annotate, discuss, and interpret various novels</li> </ul>

<p><b>Argumentative</b> <u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Write a review using textual evidence to support or refute theme, character, plot, and overall quality of novel.</p>
<p><b>Analytical/Expository</b> <u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<p>Create a review for Goodreads and/or Amazon that shares with others your thoughts about the book in a subjective manner.</p>
<p><b>Narrative</b> <u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write a review of the novel from the perspective of one of the characters</p>

<p><b>Research</b> <u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</p>	<ul style="list-style-type: none"><li>- Research the definition of literature</li><li>- Research the definition of literary merit</li><li>- Research the proper ways to create a semi-professional book review</li><li>- Research the setting of a novel in regards to time period and location and analyze how setting influences the story/characters</li></ul>
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<p>following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"><li>- Various google apps (Docs/slides/ etc.)</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- Amazon and Goodreads Forums</li></ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"><li>- The ability to create an analytical review will allow students to perform better in English, history and science as they will learn to review information, support their opinions and claims with evidence as well as look at content with a critical eye.</li></ul>
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<b>Unit Name: The Novel - Fiction</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <b>Students will create a vast and varied list of novels with a few select novels that all of them will read.</b></li> <li>● <b>Survey done prior to class will generate some required reading titles in order to more fully engage the entire classroom in discussion</b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● <i>How to Read Literature Like a Professor</i></li> <li>● Author biographies</li> <li>● Background information - social, historical</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- A novel is a long form text which focuses on a particular theme and appeals to different audiences based on personal reading preferences.</li> <li>- Most authors use their life experiences to inform their fiction.</li> <li>- Many authors use writing to work out challenging circumstances or questions they have about the world.</li> <li>- Most novels are structured from exposition, to rising action, to climax, falling action, and resolution/denouement</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What is a novel?</li> <li>- How does an author's life impact his/her writing?</li> <li>- How do the elements of fiction come together within a novel?</li> </ul>
<p style="text-align: center;"><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- setting influences theme and characters</li> <li>- the author's life impacts his/her writing</li> <li>- the structure of the novel form</li> <li>- novels come in a variety of genres from utopian to dystopian, to young adult...</li> <li>- Differing opinions are accepted with valid support</li> </ul>	<p style="text-align: center;"><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Trace the development of a theme throughout a longer more sustained text</li> <li>- Trace the development of characters throughout a longer text.</li> <li>- Identify the way in which the author's life experiences impacted his/her writing</li> <li>- Identify the importance of setting to theme/conflict throughout a longer text</li> <li>- Identify an author's style and its impact on the text</li> </ul>

	<ul style="list-style-type: none"> <li>- Analyze whether the novel is a success or not based on analysis of the themes, characters, and plot</li> <li>- Discuss novels in small and large group setting sharing opinions</li> </ul>
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<p style="text-align: center;"><b>Argumentative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Use textual evidence to support or refute theme</li> <li>- Use textual evidence to take a stance on a social issue introduced in the novel.</li> <li>- Use textual evidence to support or refute the climax of the novel.</li> <li>- Use textual evidence to support or refute the development of a character</li> <li>- Use a novel and nonfiction sources to argue whether the conditions in the novel are similar or dissimilar to contemporary life/society</li> <li>- Use textual evidence to support whether or not the novel is a success and if it should be read by others</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<ul style="list-style-type: none"> <li>- Research and explain a historical or social event that influenced the events in a novel.</li> <li>- Explain the development of a character throughout a novel utilizing the S.T.E.A.L. or PAIRS technique shared here: <a href="http://study.com/academy/lesson/methods-of-characterization-in-literature.html">http://study.com/academy/lesson/methods-of-characterization-in-literature.html</a></li> <li>- Analyze the plot line of the story to determine authenticity</li> </ul>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- create an alternative ending</li> <li>- take on the perspective of a character and react to a situation they are unaware of in the story or a self-created one</li> <li>- rewrite a story using a different time period or other aspect of setting</li> <li>- rewrite a story using a different level of diction or dialogue</li> <li>- Summarize events in the story from 1 character's perspective</li> <li>- Create a character to add to the story</li> <li>- Add yourself to the story and react realistically to the situation</li> </ul>

<p><b>Research</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"><li>- Research an author and find articles related to and written by an author to discover the impact of the author's life on his/her writing</li><li>- Develop a thematic or background-based question about a novel, search to find the answer, and create a database of sources used in the investigation</li></ul>
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"><li>- Google earth</li><li>- Google Docs (collaborative notes, peer-editing)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- <a href="http://www.instagrok.com">www.instagrok.com</a> (visual research tool)</li><li>- <a href="http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/">http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/</a></li></ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and</p>	<ul style="list-style-type: none"><li>- Developing critical reading skills will allow students to interact with all texts they read on a deeper level allowing for further understanding of various subjects.</li><li>- This will also develop their ability in reading in all content areas developing comprehension and decoding skills allowing them to understand the impact that Global events have on every aspect of society.</li></ul>
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<p>how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	
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Unit Name: Non-Fiction	
<p><b>Core Fiction Texts:</b></p> <p>N/A - fiction unit</p>	<p><b>Suggested Core Non-Fic:</b></p> <ul style="list-style-type: none"> <li>• Students will create a varied list of nonfiction novels and essays with a few select novels that all of them will read.</li> <li>• Survey done prior to class will generate some required reading titles in order to more fully engage the entire classroom in discussion</li> </ul>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- Important insight into an author's life can be found in the form of a memoir, biography, an autobiography, and a narrative.</li> <li>- Authors use a variety of stylistic techniques to express insight</li> <li>- The value of nonfiction material in relation to the learning process</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What is the difference between the varied types of nonfiction literature?</li> <li>- Why is nonfiction an important component in the literary world?</li> <li>- How is understanding an author's life and background important to our own life?</li> </ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- Memoirs focus on a specific defining incident in an author's life</li> <li>- Biographies are an account of someone's life written by someone else.</li> <li>- Autobiographies are an account of someone's life written by that person</li> <li>- Narratives are works that provide an account of a series of connected events, otherwise known as a story</li> <li>- The categorization of self-help novels and their place in literature</li> </ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify the difference between memoir, biography, and autobiography</li> <li>- Identify the elements of a memoir and apply them to write mini-memoirs</li> <li>- Identify and differentiate between 1st and 3rd person writing</li> <li>- Identify the characteristics of self-help novels</li> </ul>

<ul style="list-style-type: none"> <li>- There is a specific reason for writing in 1st person vs. 3rd person</li> <li>- Nonfiction contains many of the same elements as a novel or a short story</li> </ul>	
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<p style="text-align: center;"><b>Argumentative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Argue validity of information presented and determine if selection has a call to action</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<p>Analyze the impact the individual and their story has had on the community and society.</p>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Create a short nonfiction piece about a topic of choice</li> <li>- Create a short autobiographical/memoir piece about, yourself of course</li> <li>- Create a short biographical/memoir about a person of your choosing</li> </ul>

<p style="text-align: center;"><b>Research</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in</p>	<ul style="list-style-type: none"> <li>- Research information presented in selected pieces to determine validity.</li> <li>-</li> </ul>
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<p>answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b> <u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>- Google Earth</li> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Other media apps that the students need or use to best express their knowledge)</li> </ul>
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<p><b>Interdisciplinary</b> <u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"> <li>- Relate the information learned about author to a specific field of study and discuss impact on society</li> </ul>
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<p align="center"><b>Unit Name: Poetry and Music</b></p>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <b>Selected poetry as paired with other popular texts and literary themes derived from our units of study</b></li> <li>● <b>Selected lyrics, including contemporary pop songs</b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <p>Author notes Historical/Background Context News articles on music</p>

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>- Figurative language and sound effects enhance a poem's theme</li><li>- Poetry comes from a place deep in a poet's heart and is their response to the way they see the world.</li><li>- Poetry is not just about rhyming words on a page</li><li>- Music tells a story and it can be different for each person</li></ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>- How are themes developed in poetry?</li><li>- How are poetic devices used to enhance meaning and style in poetry?</li><li>- How does music convey an emotional story?</li><li>- How do poetry and music impact society differently than a novel?</li></ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"><li>- The function of various literary devices in poetry.</li><li>- The different styles of poetry and their ability to tell a story</li><li>- The different styles of music and their ability to tell a story</li><li>- Strategies that can be used to better understand abstract ideas, and strategies that can be used to understand how theme is developed in poetry (summarizing, scanning for rhyme scheme, restating, etc.).</li></ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"><li>- Trace the development of a theme throughout a poem.</li><li>- Identify and discuss the ways in which common poetic devices (simile, metaphor, rhythm, meter, form, alliteration, etc.) contribute to making meaning in poetry.</li><li>- Identify and analyze specific forms of poetry</li><li>- Identify and analyze various styles of music</li><li>- Write their own poem or song mimicking a style learned in class</li></ul>

<p><b>Argumentative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Compare and contrast the ways in which two or more poems address the same subject or theme.</li> <li>- Choose and argue that a specific style of poetry or music shares a message or story better</li> <li>- Review a song for content and delivery</li> <li>- Review a poem for content and style</li> </ul>
<p><b>Analytical/Expository</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<ul style="list-style-type: none"> <li>- Choose a poem and create a Google slide show or other form of presentation that analyzes the structure, use of poetic devices, and meaning.</li> <li>- Choose a song and create a Google slide show or other form of presentation that analyzes the structure, meaning and message.</li> <li>-</li> </ul>
<p><b>Narrative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Write a poem in self-selected style.</li> <li>- Write a song in a self-selected style.</li> </ul>

<p><b>Research</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;</p>	<ul style="list-style-type: none"> <li>- Why Write Poetry?</li> <li>- Why be a songwriter?</li> <li>- Choose a poet and develop a presentation outlining his or her life, work, and contributions to the field of poetry.</li> <li>- Choose a musician and develop a presentation outlining his or her life, work, and contributions to the musical profession.</li> </ul>
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<p>integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"><li>- Google Docs (collaborative notes, peer-editing)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Apps (slides, sheets, etc.)</li><li>- Other media apps that the students need or use to best express their knowledge</li></ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"><li>- Relate the information learned to everyday life, community and discuss impact on a Global scale.</li></ul>
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<b>Unit Name: Classic Favorites and Banned Books</b>	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● Review core texts students have been taught since 6th grade.</li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● Susie Wilson article defining what makes a classic <a href="#">Articles Factory</a></li> <li>● Banned Books that shaped America <a href="#">list from 2016</a></li> <li>● The American Library Association answer FAQ's about banning and challenging books here: <a href="#">About Banned and Challenged Books</a></li> </ul>
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- The specific characteristics and structure that contribute to the determination of a selection of literature being a classic</li> <li>- The difference between challenging a book and a banned book</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- What are the characteristics of a classic novel?</li> <li>- Why are books challenged and/or banned?</li> <li>- What is the relevance of studying literature deemed a classic today?</li> </ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a classic novel</li> <li>- The meaning of challenging a book and reasons why books are challenged</li> <li>- The meaning of banning a book and reasons why books are banned</li> </ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the characteristics of a classic novel</li> <li>- Identify and discuss the concept of challenging and banning a book</li> </ul>

<p><b>Argumentative</b> <u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"><li>- Choose a novel that has been challenged and argue for or against it to be banned</li><li>- Choose a novel from the banned list at a school and create a speech to the board of education convincing them to add the book back into the curriculum</li></ul>
<p><b>Analytical/Expository</b> <u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<ul style="list-style-type: none"><li>- Using two selections from the banned list, one prior to 1960 and one post 1980 compare and contrast the themes and content that put the book on the banned list</li></ul>
<p><b>Narrative</b> <u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"><li>- Write a speech from the character of a banned book to either the parents in a town or the board of education expressing your feelings about not being able to be read by the students in that school.</li></ul>
<p><b>Research</b> <u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;</p>	<ul style="list-style-type: none"><li>- Research the top banned books of all time and compile a list with reasons why they were banned</li><li>- Research the top challenged books, choose five and discuss why the books were challenged and then discuss why they were not banned.</li></ul>

<p>integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Google Apps (slides, sheets, etc.)</li> <li>- Other media apps that the students need or use to best express their knowledge</li> </ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"> <li>- Students will learn how not just novels have been banned but books that challenge scientific ideals and religious beliefs affecting the trajectory of learning and growth for certain groups of people.</li> </ul>
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Unit Name: The Play and Playwright	
<p><b>Core Fiction Texts:</b> <i>Ancillary list of plays read by students</i> <i>Current plays being produced</i></p>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>- Author biographies</li> <li>- Background information - social, historical</li> </ul>

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- The importance of the play to literature</li> <li>- The characteristics and vocabulary unique to a play</li> <li>- The importance of language, setting, plot and character development in a play</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- Why is a play important to the cultural understanding of different time periods?</li> <li>- How is language used to develop plot, character and setting?</li> </ul>
<p><b>Knowledge</b> <b>(Students will know...)</b></p> <ul style="list-style-type: none"> <li>- The characteristics of a play</li> <li>- The vocabulary used in the staging and writing of a play</li> <li>-</li> </ul>	<p><b>Skills</b> <b>(Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the format and characteristics of a play</li> <li>- Identify, define, and use the vocabulary of a play</li> <li>- Trace the development of a theme throughout a play</li> <li>- Trace the development of characters throughout a play.</li> <li>- Identify the way in which the author's life experiences impacted his/her writing</li> <li>- Identify the importance of setting to theme/conflict throughout a play</li> <li>- Identify an author's style and its impact on the text</li> <li>- Analyze whether the play is a success or not based on an analysis of the themes, characters, and plot</li> <li>- Discuss plays in small and large group setting sharing opinions</li> </ul>

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<p style="text-align: center;"><b>Argumentative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Write a review using textual evidence to support or refute theme, character, plot, and overall quality of play.</li> </ul>
<p style="text-align: center;"><b>Analytical/Expository</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.2</u> 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.</p>	<p>Create a review for Goodreads, Amazon, and/or theater review page that shares with others your thoughts about the play in a subjective manner.</p>
<p style="text-align: center;"><b>Narrative</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Write a review of the play from the perspective of one of the characters</li> </ul>

<p style="text-align: center;"><b>Research</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p>	<ul style="list-style-type: none"> <li>- Research an author and find articles related to and written by an author to discover the impact of the author's life on his/her writing</li> <li>- Develop a thematic or background-based question about a play, search to find the answer, and create a database of sources used in the investigation</li> </ul>
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<p>and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Google Apps (slides, sheets, etc.)</li> <li>- Other media apps that the students need or use to best express their knowledge</li> </ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"> <li>- The analysis and research done in this unit will work well for students in understanding the contributions playwrights have made capturing their society linking to their own exploration of plays in English class as well as the music and drama programs available.</li> </ul>
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Unit Name: Graphic Novel and Comic Books	
<p><b>Core Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>● <b><i>Student selected texts</i></b></li> </ul>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● An article on the importance of comics and engagement: <a href="#">from Education Made Easy</a></li> <li>● More on comic books: <a href="#">Fantastic Reading: Comic Books and Popular Culture</a></li> </ul>

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"><li>- Comics, comic books and graphic novel and the impact on society</li><li>- The qualities, vocabulary and characteristics of comics, comic books, and graphic novels</li></ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>- Do comics have a place in understanding social norms?</li><li>- Do comic books convey the social norms and how are they influencing culture?</li><li>- Do graphic novels convey the original intentions of authors for remade classics?</li><li>- Do graphic novels have a place in the classroom teaching themes, characters and plot?</li></ul>
<p><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"><li>- The origin of comics, comic books, and the graphic novel</li><li>- The difference between a comic strip, a comic book, and a graphic novel</li></ul>	<p><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"><li>- Identify the characteristics of a comic, comic book, and graphic novel</li><li>- Analyze the differences between a comic, comic book, and graphic novel</li><li>- Analyze the impact on society that this form of expression has had</li><li>- Determine and analyze if there is place for this form of expression in the category of literature</li></ul>

<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.9-12.1</u>                  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- Argue the validity of using comics, comic books, and graphic novels to teach character development, plot, and theme with textual and/or visual support</li> <li>- Argue the validity of using comics, comic books, and graphic novels to engage learners in the reading process; is it the name as a traditional novel?</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.9-12.2</u>                  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.</p>	<ul style="list-style-type: none"> <li>- Prepare a visual presentation depicting the changing forms of comics, comic books, and graphic novels through the years and their current position in society</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.9-12.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Interview a favorite comic related character about their importance and impact on society</li> <li>- Create your own comic that has a distinct plot, theme, and character</li> </ul>

<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.9-12.7</u>                  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.8</u>                  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p>	<ul style="list-style-type: none"> <li>- Research the history of comics, comic books, or the graphic novel and answer a self-generated questions about your findings</li> <li>- Research the author and their illustrator (if they use one) of a famous comic, comic book, or graphic novelist and describe their influence on pop culture</li> </ul>
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<p>and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b></p> <p><u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>- Google Docs (collaborative notes, peer-editing)</li> <li>- Google Operators (site:.edu to refine search results)</li> <li>- Google Apps (slides, sheets, etc.)</li> <li>- Other media apps that the students need or use to best express their knowledge</li> </ul>
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<p><b>Interdisciplinary</b></p> <p><u>CCSS.ELA-LITERACY.RI.9-12</u> <u>CCSS.ELA-LITERACY.RH.9-12</u> <u>CCSS.ELA-LITERACY.RST.9-12</u> <b>DANIELSON'S FFT: 1A</b> The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> </ul>
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<p><b>Unit Name: Literature as an Art Form</b> <b>“From the Written Word to the Big Screen”</b></p>	
<p><b>Core Fiction Texts:</b> <i>Students and teachers will generate a list of comic books, poems, music, plays, and novels that have inspired movies and TV shows.</i></p>	<p><b>Suggested Supplemental Non-Fic:</b></p> <ul style="list-style-type: none"> <li>● Students will generate selections for this pieces based upon their focus area of interest</li> </ul>

<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>- The impact literature has on pop culture</li> <li>- The impact of comics, comic books and graphic novels on pop culture</li> <li>- The influence of societal mores on the production of films</li> <li>- The influence of pop culture on the interpretation of stories</li> <li>- How the influence of the Internet and Fan Fiction has changed literature</li> <li>- The popularity of self-publishing ebooks and how that is changing literature</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>- How has literature impacted the film industry?</li> <li>- How has literature impacted music and art?</li> <li>- What is the symbiotic relationship of adaptations from written or visual forms to media?</li> <li>- How has the adaptation to film impacted literature and vice versa?</li> <li>- What Fan Fiction is and how it works?</li> <li>- How have ebooks changed literature?</li> </ul>
<p><b>Knowledge</b> <i>(Students will know...)</i></p> <ul style="list-style-type: none"> <li>- The process that must happen for something to be adapted (ie. legal ramifications)</li> <li>- The different adaptations that have occurred since the inception of movies and visual art</li> <li>- How self-publishing works and its part in the ever changing industry of literature</li> </ul>	<p><b>Skills</b> <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> <li>- Identify and analyze the different adaptations of various works</li> <li>- Identify and discuss how literature has shaped aspects of the music industry and art world</li> <li>- Identify and analyze the concept of e-book publishing</li> </ul>

<p><b>Argumentative</b>  <u>CCSS.ELA-LITERACY.W.9-12.1</u>                  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> <li>- After reading a novel, analyze the movie adaptation and review the movie</li> </ul>
<p><b>Analytical/Expository</b>  <u>CCSS.ELA-LITERACY.W.9-12.2</u>                  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.</p>	<ul style="list-style-type: none"> <li>- Create a presentation showing the top adaptations from page to screen; the successes and failures</li> <li>- Create a presentation showing the adaptations of popular YA literature and other trilogies, discuss filming process etc. . .</li> </ul>
<p><b>Narrative</b>  <u>CCSS.ELA-LITERACY.W.9-12.3</u>                  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>- Create your own visual adaptation of a selected piece of literature</li> <li>- Create your own movie adaptation of a selected piece of literature</li> <li>- Create Fan Fiction based on a favorite novel</li> <li>- Create your own e-book</li> </ul>

<p><b>Research</b>  <u>CCSS.ELA-LITERACY.W.9-12.7</u>                  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   <u>CCSS.ELA-LITERACY.W.9-12.8</u>                  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>- Research the changing adaptations of several pieces of literature</li> <li>- Research the process of taking something from one art form and putting it into another (ie. novel/play to graphic novel)</li> <li>- Research current works in the process of being adapted</li> </ul>
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<p><u>CCSS.ELA-LITERACY.W.9-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p><b>Technology</b> <u>CCSS.ELA-LITERACY.W.9-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"><li>- Google Docs (collaborative notes, peer-editing)</li><li>- Google Operators (site:.edu to refine search results)</li><li>- Google Apps (slides, sheets, etc.)</li><li>- Other media apps that the students need or use to best express their knowledge</li></ul>
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### **Tentative Book List**

The Wrath and the Dawn - Renee Ahdied  
The Game of Love and Death - Martha Brockenbrough  
Miss Peregrine's School for Peculiar Children - Ransom Riggs  
The Silver Kiss - Annette Curtis Klause  
Blood and Chocolate - Annette Curtis Klause  
Character, Driven - David Lubar  
Flip - David Lubar  
Sophomores and Other Oxymorons - David Lubar  
Challenger Deep - Neal Shusterman  
Unwind - Neal Shusterman  
Scythe - Neal Shusterman  
I'll Give you the Sun - Jandy Nelson  
Night Circus - Erin Morgenstern  
Me Before You - Jo Jo Moyes  
Dumplin - Julie Murphy  
Everything, Everything - Nicola Yoon  
Finding Mr. Brightside - Jay Clark  
The Warrior's Heart: Becoming a Man of Compassion and Courage  
Eric Greitens Navy Seal  
Violent Ends - Shaun David Hutchinson and Neal Shusterman  
Highly Illogical Behavior - John Corey Whaley  
World War Z - Max Brooks