RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADES 7 AND 8

**NOT YOUR TRADITIONAL LITERATURE CLASS
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
March 21, 2016**

Revision to Remove CCSS and Replace with NJSLS - Approved by the RBOE: November 14, 2016

INTRODUCTION

This class will focus on non-traditional literature styles. Genres and forms such as graphic novels, transmedia fiction, screenplays, myths, and novellas will be introduced. This course's basic tenet is that the length or style of a text does not measure its worth or its complexity. While the focus of the class leads students toward the ideals that reading can be fun, there is also the belief that the practical skills of writing, reading, speaking and listening are necessary as well. Students will leave this course as stronger critical thinkers and self-aware learners and with an appreciation of the worth of non-traditional literary forms and genres.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: http://www.state.nj.us/education/cccs/2016/ela/

COURSE OUTLINE
- Graphic Novel
    - Origins of Graphic Novel
    - Definition and Types of Graphic Novels (anime, manga, classic adaptations, comics)
    - Necessary elements of a Graphic Novel (character, scene, details, artistic elements).
    - Read and analyze graphic novel in small groups.
    - Rewrite a scene from a book of choice in graphic novel format.
- Transmedia Fiction
    - Define transmedia fiction and explore elements of transmedia fiction
    - Small group and/or whole class exploration of a transmedial novel (suggestions: 39 Clues, Infinity Ring, Spirit Animals, TombQuest, Skeleton Creek, Trackers)
    - Students read books in pairs and complete online mission/game.
        - Books include
            - The 39 Clues: Maze of Bones (2 copies in library)
                - Students go onto scholastic.com and complete Mission 0 (no cards needed, just scholastic account)
            - Unstoppable: Nowhere to Run (2 copies in library)
                - Students go onto scholastic.com and complete Mission 0 (no cards needed, just scholastic account)
            - Cahills vs. Vespers: The Medusa Plot (1 copy in library)
                - Students go onto scholastic.com and complete Mission 0 (no cards needed, just scholastic account)
            - Spirit Animals (3 copies in the library)
            - Tombquest (1 copy in the library)
            - Infinity Ring #1 (1 copy in the library)

- Myths
    - Define characteristics of myths.
    - Read myth as whole class (*Dateline Troy*).
    - Research myths from other areas of the world.
    - Read a myth and then research myths from a specific culture (students choose from suggested areas- http://www.windows2universe.org/mythology/worldmap_new.html
        - Roman
        - Celtic
        - African
        - Hindu
        - Chinese
        - Japanese
        - Egyptian
    - Present information to whole class.
    - After presentations, identify similar elements of the myths.
- **Optional Genres**
    - Screenplays
        - Use www.script-o-rama.com for titles.
    - Choose your own adventure
    - Mystery
    - Audiobooks
    - Self Help/Personal Improvement
    - Novellas

METHODS OF ASSESSMENT
Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    o Tests
    o Quizzes
    o Homework
    o Classwork
    o Class Participation/Group Participation
    o Writing Assignments
    o Oral Presentations
    o Individual Projects, Presentations and Reports
    o Group Projects, Presentations and Reports
    o Technology Projects
    o Journals
    o Sample/Practice Standardized Tests

- Teacher/Curriculum Assessment will be conducted according to the following statement:
    o The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and how they align to state standards.

GROUPING

This class is heterogeneously grouped for 7th and 8th grade students.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This is a semester-long course.

RESOURCES
- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
  - The Rutherford Free Public Library is an excellent resource for materials for this course. It is suggested that this class make regularly scheduled trips to the library for students to procure literature.

- Technology
  - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.

- Texts
  - *Novel One*
  - *Novel Two*

- Supplemental Texts
  - Supplemental readings are student choice and may consist of any text related to course content.
  - Texts are to be used with teacher discretion and parent/guardian approval.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).
- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

9.2.8.B.1 – Research careers and determine attributes of career success.
9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

SUGGESTED ACTIVITIES
- Introduce purpose and characteristics of the genre.
- Discuss what makes the genre "non-traditional."
- Students read, examine, and discuss one specific type of genre in pairs, small groups, or whole class.
- Reflect on how the non-traditional genre affects the reading experience.
- Students reimagine a scene or short story into a graphic novel.
- Students engage in interactive technological elements of the transmedia fiction genre.
- Students create book trailers for novels in transmedia fiction genre, incorporating screen recordings of the game.
- Students read and research a myth of their choosing from various cultures. Students present research to classmates.
- At the end of each unit, write 1 page reflection of how the non-traditional genre affected the reading experience.
- At the end of the course, students select one genre

INTERDISCIPLINARY CURRICULUM COORDINATION
   Interdisciplinary curriculum coordination will be done with the social studies department on a regular basis. There are possible connections to the business and technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
   Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

PROFESSIONAL DEVELOPMENT
   Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

September/February	October/March	November/April	December/May	January/June
Introduction to Class Definition of "non-traditional" literature **Graphic Novels** *Suggested Titles:* American-born Chinese Level Up Maus (is in 7th grade curriculum currently) The Odyssey (classic novel) El Deafo Naruto Fruits Basket *Marvel* comics **Activities** - Introduction to Graphic Novel genre. - Students read selected novel in small groups/book clubs. - Students discuss in small groups elements of story: *character, setting, theme, plot events*. - Students analyze artistic elements of graphic novel genre. - Students select a scene from a book they have read (non-graphic novel) and rewrite it as a graphic novel. - Students reflect on how the	**Myths** *Suggested Titles:* <u>Dateline: Troy</u> **Activities** - Introduction to *Myth* genre. - Background on Greek mythology: gods, goddesses, heroes, etc. - Students read <u>Dateline: Troy</u> (either whole class or in small groups). - Students identify thematic elements within <u>Dateline Troy</u>. - Students read supplementary articles related to themes in <u>Dateline Troy</u>. - Research myths from around the word and present to class. - Students reflect on how the genre of myth impacted their reading experience.	**Transmedia Fiction** *Suggested Titles:* - The 39 Clues: Maze of Bones - Unstoppable: Nowhere to Run - The Cahills vs Vespers: The Medusa Plot - Spirit Animals - Tombquest - Infinity Ring **Activities** - Introduction to Transmedia Fiction. - Students read selected books in pairs. - As students read novels, they engage in the interactive gaming elements associated with the novel through scholastic.com. - Students create short video trailers about their books, including the gaming element. - Students reflect on how the transmedia format impacted their reading experience.	**Optional Genre (see supplemental list)** **Activities** - Introduction to genre. - Students read book(s) within the genre and identify elements of the genre through analysis. - Students reflect on how the genre impacted their reading experience.	**Culminating Project** **Possible Activities** - Using previously read class material as mentor texts, students create a short written piece within one of the following genres: - Graphic novel - Myth - Transmedia Fiction - Option Genre (screenplay, mystery, etc). - Students read a second novel within the genre and write a compare/contrast essay. - Students select a book read from one genre, and rework it to fall into another genre (i.e., rewrite the story of the Trojan War as a graphic novel; Create a game based on a graphic novel).

graphic novel format impacted their reading experience.			