

Fair Lawn Public Schools
Fair Lawn, NJ

Senior Topics IV:
Contemporary Literature

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I. Course Synopsis

Focus for Graphic Novel:

“Just as each generation writes its own history, each reads its own comic books. The two activities are not unrelated, for comic books are history. Emerging from the shifting interaction of politics, culture, audience tastes, and the economics of publishing, comic books have helped to frame a worldview and define a sense of self for the generation who have grown up with them...To critically examine the history of comic books is to better understand the changing world of young people as well as the historical forces intersecting to shape it” (Bradford W. Wright, *Comic Book Nation*).

Focus for Memoir:

“What we remember, wrote the poet who was my first teacher of the art, can be changed. What we forget we are always... We live the stories we tell; the stories we don't tell live us. What you don't allow yourself to know controls and determines; whatever's held to the light “can be changed” – not the facts, of course, but how we understand them, how we live with them... What matters is what we learn to make of what happens to us” (Mark Doty, *Firebird*).

Focus for Science Fiction:

“A science fiction story is a story built around human beings, with a human problem and a human solution, which would not have happened at all without its scientific content” (Theodore Sturgeon).

Focus for Adaptation:

“Stories, great flapping ribbons of shaped space-time, have been blowing and uncoiling around the universe since the beginning of time. And they have evolved. The weakest have died and the strongest have survived and they have grown fat on the retelling” (Terry Pratchett, *Witches Abroad*).

This course will explore four distinct forms of contemporary literature: graphic novel (comic books), memoir, science fiction, and literary adaptation alongside more classic and traditional text. The goal is to help students to understand the importance of both alternative forms of literature as well as develop a greater understanding of the styles of literary available in the modern literary canon and how they can create a difference in understanding the society in which they exist. The course will begin with a study of the “superhero” genre of graphic novel and discuss the nature of how superheroes have become the modern mythology of the world. The second unit will focus on memoir and importance of telling the individual's story to both the writer and reader. The course will then shift to contemporary science fiction and explore how the fantastic worlds of the genre are meant to directly comment on the current conditions of society.

Finally, the course will conclude with a study of adaptation in a variety of forms. The course will read a Shakespearean play as well as view and read adapted forms of the play. Additionally, returning to the graphic novel form, students will end the year by studying how the visual can inform the written word through adaptation. Furthermore, students will gain an understanding of how to analyze visual media through the course readings and supplementary multi-media texts.

II. Philosophy & Rationale

Contemporary Literature will enable students to develop and refine skills needed for post high school endeavors. The course's specified focus will allow students the unique opportunity to study distinct areas of literature. By engaging in standards-aligned skill development with a genre-specific lens, students will find avenues to inform and enhance their future learning in all subjects.

III. English 12 Objectives

Students will be able to:

- Identify the great writers and genres of literature.
- Develop literal, interpretive reading skills, using major works of literature.
- Understand how the works studied reflect the period and the values of the time in which they were written.
- Recognize various literary techniques as used in works of literature.
- Recognize and discuss the major movements of literature.
- Show an understanding of literary devices, such as figurative language.
- Show in their writing an understanding of organization/content, sentence construction, usage and mechanics.
- Develop an understanding of the writing process: thinking, planning, writing a first draft, editing, and rewriting.
- Write for various audiences by composing clear, coherent and unified writings.
- Develop a more precise and varied use of vocabulary in writing.
- Broaden vocabulary through writing.
- Apply writing techniques and assignments in this course to the SAT format for writing.
- Comprehend narrative, informational, persuasive, and workplace text at literal and inferential levels.
- Develop their listening and speaking skills through a variety of activities which include: oral presentation, collaborative groups, debates, class discussions, etc.
- Use technology for generating essays and presentations (i.e. Power Point, Publisher, etc.)
- Read aloud with meaning.
- Gather and use information obtained from the resources of the library.
- Develop listening skills as a strategy for learning.
- Develop a portfolio or collection of writing.
- Use multimedia technology for Problem Based Learning.
- Evaluate media techniques and message.
- Create and use a variety of strategies to improve their reading and writing skills.

- Show the ability to follow the writing process to create clear, coherent and unified writing in a timed format.

IV. Scope & Sequence (core texts are bolded)

Unit 1: The Modern Superhero

12 Weeks

Topic 1: The Superhero Mythology

A. *The History of Comics: A Documentary* (film)

Topic 2: Heroes living in the “Modern World”

A. *Astro City: Life in the Big City*

B. *Ex Machina: The First Hundred Days*

C. ***Arkham Asylum: A Serious House on Serious Earth***

Topic 3: Deconstructing the Hero

A. ***Watchmen***

B. *V for Vendetta* (film)

Unit 2: The Memoir

6 Weeks

Topic 1: Graphic Novel as History & Memoir

A. ***Maus I & II***

B. *American Splendor* (film) and/or *Persepolis* (film)

C. *Various excerpts from memoir pieces*

Unit 3: Science Fiction

12 Weeks

Core Text

Topic 1: Government Control & Dystopia

A. ***1984***

(Up to two additional topics may be discussed in a given year)

Topic 2: Questions of Reality

A. *Do Androids Dream of Electric Sheep?*

Topic 3: The Cost of Technology on the World

A. *Neuromancer*

Topic 4: Comedy in Science Fiction

A. *Hitchhiker’s Guide to the Galaxy*

Topic 5: Deconstructing Society

A. *The Road*

Unit 4: Contemporary Adaptation

10 Weeks

Topic 1: Visualizing Shakespeare

A. ***Hamlet*** (both original play and a graphic novel version)

Topic 2: Questions of Identity

A. ***City of Glass*** (graphic novel adaptation of novel)

B. Memento (film)

V. Unit Descriptions

Unit 1: The Superhero Mythology

Enduring Understanding

1. To seek to establish the ever-evolving criteria and style of the superhero character and story.
2. To conceptualize graphic storytelling as a cultural and artistic process that is product of (often) complex meanings within culture

Essential Question(s)

1. What is the role of the superhero in American history as well as in our modern culture?
2. How do we define a hero?
4. How do traditional perspectives of the superhero conflict with the deconstruction of that principle perspective?
5. What does it mean to live in a visual culture?
6. How can we consider writings deemed as ‘pop culture’ to be literary texts?

Learning Objectives

1. Students will be able to discuss the major developments in the history of American Comics since the 1950’s.
2. Students will be able to understand and recognize the use of the hero’s journey in literature.
3. Students will understand comics as a system that has been structured by three main ideological/cultural content division or publishing groups: mainstream, underground, and alternative.
4. Students will be able to read and analyze critically the major narrative forms of comic art.
5. Students will be able to analyze representative works in order to interpret their styles.
6. Students will be able to compare and contrast the styles and themes of works by several different artists/writers
7. Students will be able to utilize secondary sources and literary criticism to broaden their analytical approach to the texts read.

Suggested Activities

1. Reading the following texts and responding to each reading on a weekly basis: *Astro City*, *Ex Machina*, and *Watchmen*
2. Reading portions of Joseph Campbell’s *Hero with a Thousand Faces* and applying those readings to the texts read
3. Reading selections from the following critical texts:
 - A. *Watchmen and Philosophy*, by William Irwin

B. *Superheroes and Philosophy*, edited by Tom Morris

C. *Superheroes: A Modern Mythology*, by Richard Reynolds

D. *Comic Book Nation*, by Bradford W. Wright

4. Viewing superhero related films, answering study questions, and reflecting in writing on the films. Films may include:

A. *The History of Comics: A Documentary*

Assessments

1. Reader's Response to individual readings
2. Responses to critical analyses
3. Essays
4. Reading Checks and Tests

Common Core State Standards

Reading: Literature

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.
- **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.
- **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).

Craft and Structure

- **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. (Include Shakespeare as well as other authors.)
- **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.
- **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).

Integration of Knowledge and Ideas

- **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Texts

Key Ideas and Details

- **RI.11-12.1.** Cite strong and thorough textual evidence 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.
- **RI.11-12.2.** Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
- **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.

Craft and Structure

- **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).
- **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.
- **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.

Range of Reading and Level of Text Complexity

- **RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** 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.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W.11-12.4.** 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.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W.11-12.7.** 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.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

- **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

Speaking and Listening

Comprehension and Collaboration

- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Language

Conventions of Standard English

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.

Knowledge of Language

- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: The Memoir

Enduring Understanding

2. To consider and reflect on the author's identity and how it can or cannot be separated from the writing.
3. To reflect on how history informs the present.

Essential Question(s)

1. What is memoir? How does the role of the memoirist change the reader's approach to the story?
2. What is identity? How does the identity we create differ from the person we are?
3. How can an individual be seen as fragments of one self?
4. How does the role of the author reflect on his/her writing?
5. What is the effect of the Holocaust on society?
6. What is the effect of the Holocaust on the individual?
7. How has the Holocaust changed perception in society of human nature?

Learning Objectives

1. Students will be able to reflect on the use of memoir to introduce and discuss historical moments in history.
2. Students will be able to illustrate an understanding of the questions raised in post modern literature.
3. Students will understand comics as a system that has been structured by three main ideological/cultural content division or publishing groups: mainstream, underground, and alternative.
4. Students will be able to read and analyze critically the major narrative forms of comic art.
5. Students will be able to analyze representative works in order to interpret their styles.
6. Students will be able to utilize secondary sources and literary criticism to broaden their analytical approach to the texts read.

Suggested Activities

1. Reading the following texts and responding to each reading on a weekly basis: *Maus I & II* and memoir excerpts (Mark Doty's *Firebird*, Marjane Satrapi's *Persepolis*, Tobias Wolff's *This Boy's Life*, Jamaica Kincaid's *My Brother*, Paul Auster's *Invention of Solitude*)

Assessments

1. Reader's Response to individual readings

2. Responses to critical analyses
3. Essays
4. Reading Checks and Tests

Common Core State Standards

Reading: Literature

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.
- **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.
- **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).

Craft and Structure

- **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. (Include Shakespeare as well as other authors.)
- **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.
- **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).

Integration of Knowledge and Ideas

- **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Texts

Key Ideas and Details

- **RI.11-12.1.** Cite strong and thorough textual evidence 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.
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- **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.

Craft and Structure

- **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).
- **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.
- **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.

Range of Reading and Level of Text Complexity

- **RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** 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.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W.11-12.4.** 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.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W.11-12.7.** 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.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

- **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

Speaking and Listening

Comprehension and Collaboration

- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Language

Conventions of Standard English

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.

Knowledge of Language

- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Science Fiction

Enduring Understanding

1. To understand how science fiction writing helps frame the current society we live in.
2. To grapple with definitions of the past in terms of how they help define the future.

Essential Questions

1. What is the definition of “human”?
2. How do we treat or utilize the technology we develop?
3. What ethical standards need to be established with regards to technology?
4. What happens after the end of the world?
5. What is the consequence of negating identity?
6. What techniques of propaganda does the government use to manipulate its population?
7. How does the government in the novel relate to that in society today?
8. What is the importance of a free media and how is the media connected to history?

Learning Objectives

1. Students will be able to discuss the major developments in society through technology.
2. Students will be able to read and analyze critically the major narrative forms of literature.
3. Students will be able to analyze representative works in order to interpret their styles.
4. Students will be able to compare and contrast the styles and themes of works by several different artists/writers
5. Students will be able to utilize secondary sources and literary criticism to broaden their analytical approach to the texts read.

Suggested Activities & Topics of Discussion:

- Organic vs. Artificial
- Materialism
- Form vs. Function
- Religion
- Empathy
 - Identifying oneself completely with an object or person, sometimes even to the point of responding physically.

EX. Cringing or recoiling during a suspenseful moment of a movie in reaction to the actor’s situation.

- Simulacra & Simulation
 - Simulacra: An image or representation
 - Simulation: An assumption or imitation of a particular appearance or form

“The simulation is never that which conceals the truth--it is the truth which conceals that there is none. The simulacrum is true.”

Simulacra and Simulation is most known for its discussion of images, signs, and how they relate to the present day. Baudrillard claims that postmodern society has replaced all reality and meaning with symbols and signs, and that the human experience is of a simulation of reality rather than reality itself. The simulacra that Baudrillard refers to are signs of culture and media that create the perceived reality; Baudrillard believed that society has become so reliant on simulacra that it has lost contact with the real world on which the simulacra are based.

Baudrillard theorizes that the lack of distinctions between reality and simulacra originates in several phenomena:

1. Contemporary media including television, film, print and the Internet, which are responsible for blurring the line between goods that are needed and goods for which a need is created by commercial images.
 2. Exchange value, in which the value of goods is based on money rather than usefulness.
 3. Multinational capitalism, which separates produced goods from the plants, minerals and other original materials and the processes used to create them.
 4. Urbanization, which separates humans from the natural world.
 5. Language and ideology, in which language is used to obscure rather than reveal reality when used by dominant, politically powerful groups.
- Decay & Entropy
 - Entropy:
 - A measure of the disorder or randomness in a closed system
 - The tendency for all matter and energy in the universe to evolve toward a state of inert uniformity
 - Naturalism
 - The “Other”
 - Duality
 - Reality and Hyper Reality
 - Value of Art
 - As interpretation of life
 - Social Status
 - Commodification
 - Marxism
 - Definitions of Love
 - Authenticity & Faith
 - Myth of Sisyphus
 - Technology and the human body
 - Post-Apocalyptic eventualities (causes and effects)
 - The uses of satire and comedy
 - Surveillance and paranoia
 - Government Control

Assessments

1. Reader’s Response to individual readings

2. Responses to critical analyses
3. Essays
4. Reading Checks and Tests
5. Visual projects including poster/film/ or creative writing project

Common Core State Standards

Reading: Literature

Key Ideas and Details

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.
- **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.
- **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).

Craft and Structure

- **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. (Include Shakespeare as well as other authors.)
- **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.
- **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).

Integration of Knowledge and Ideas

- **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Texts

Key Ideas and Details

- **RI.11-12.1.** Cite strong and thorough textual evidence 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.
- **RI.11-12.2.** Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
- **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.

Craft and Structure

- **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).
- **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.
- **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.

Range of Reading and Level of Text Complexity

- **RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

- **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- **W.11-12.2.** 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.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- **W.11-12.4.** 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.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- **W.11-12.7.** 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.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

- **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

Speaking and Listening

Comprehension and Collaboration

- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Language

Conventions of Standard English

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.

Knowledge of Language

- **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Shakespearean Adaptation

Enduring Understanding

1. To understand the key themes and symbols represented in the works of William Shakespeare.
2. To consider the value of adaptation on an original work.
3. To explore and decipher meaning of imagery through multiple variations of text (including graphic novel, film, and text).

Essential Question(s)

1. How can Shakespeare's ideas relate to artistic interpretation?
2. How does one come to adapt a piece of writing into an artistic representation?
- 3.. What is the definition and the redefinition of the tragic hero?
4. What attributes make Hamlet a psychologically complex character and a true "Renaissance man"?
5. How can one lose their sense of self?
6. How does one define their identity?

Learning Objectives

1. Students will compare and contrast the effect of the written word versus the graphic visual.
2. Students will come to understand the value of the "visual" in storytelling
3. Students will understand the creative process of creating an artistic piece.

Additional Suggested Activities

1. Study and interpret a sonnet or soliloquy by Shakespeare.
2. Construct or find an artistic piece that represents the ideas presented in the Shakespearean piece.
3. Write an analysis that connects the Shakespearean piece with the artistic representation.
4. Reading and responding to selections from the original novel, *City of Glass*, and defining the differences in approach and storytelling
5. Reading and responding to excerpts from Paul Auster's writing, including essays from *Art of Hunger*

Assessments

1. Quiz & Reading Checks
2. Essay & Reader's Response
3. Visual representation of a given Shakespearean work (ex. A sonnet or portion of the play)

Common Core State Standards

- **RL.11-12.1.** Cite strong and thorough textual evidence 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.

- **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.
- **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. (Include Shakespeare as well as other authors.)
- **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.

Writing

- **W.11-12.2.** 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.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.11-12.4.** 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.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- **L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
- Spell correctly.
 - **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - **L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

VI. Course Materials

Core Texts

- *Ex Machina: The First Hundred Days*, by Brian K. Vaughan
- *Astro City: Life in the Big City*, by Kurt Busiek
- *Watchmen*, by Alan Moore and Dave Gibbons
- *Arkham Asylum: A Serious House on Serious Earth*, by Grant Morrison and Dave McKean
- *Maus I & II*, by Art Spiegelmen
- *City of Glass*, by Paul Auster (adapted by Paul Karasik and David Mazzucchelli)

- *Do Androids Dream of Electric Sheep?*, by Philip K. Dick
- *Neuromancer*, by William Gibson
- *The Hitchhiker's Guide to the Galaxy*, by Douglas Adams
- *The Road*, by Cormac McCarthy
- *1984*, by George Orwell
- *Hamlet*, by William Shakespeare (both original play and graphic novel)

Supplementary Texts

- *The Art of Hunger*, by Paul Auster
- *The New York Trilogy (City of Glass)*, by Paul Auster
- *Watchmen and Philosophy*, Edited by William Irwin
- *Superheroes and Philosophy*, Edited by Tom Morris and Matt Morris
- *Superheroes: A Modern Mythology*, by Richard Reynolds
- *Comic Book Nation*, by Bardford W. Wright
- *Invention of Solitude*, Paul Auster
- *My Brother*, Jamaica Kincaid
- *This Boy's Life*, Tobias Wolff
- *Firebird*, Mark Doty
- *Persepolis*, Marjane Satrapi

Films

- *The History of Comics: A Documentary*
- *V for Vendetta*
- *The Dark Knight*
- *Ghost World*
- *American Splendor*
- *Persepolis*
- *AI*
- *A Scanner Darkly*
- *2001: A Space Odyssey*
- *Hamlet (modern version)*

VII. Assessments

- Performance assessment project involving either research on graphic novel topics or on a generated script.
- Ongoing creation of Reader Response journals to generate and supplement class discussion.
- Analytical and creative compositions.
- Tests / quizzes related to each primary text studied.
- Final exam.

VIII. Cross Curricular Aspects

- Discussions of artistic style and design integrates with art
- Discussion of science and technology integrates with various forms of science
- Discussions of the Holocaust (*Maus I & II*) integrates with social sciences