



## Clinton Township Public School District Curriculum

<b>Subject:</b> Unified Arts	<b>Grade:</b> 6 & 7	<b>Course Name:</b> Graphic Novels: Reimagining Stories in Words and Images
<b>Total Number of Lessons:</b> 9	<b>Course Time Frame (days):</b> 45	
<b>NJSLS</b> ELA: RL.8.2, RL.8.3, RL.8.4, W.8.3., W.8.4 Visual & Performing Arts: 1.2.8.Re7a., 1.2.8.Cr1, 1.2.8.Cr2a, 1.2.8.Cr3c Design Thinking: 8.2.8.WITH.1, 8.2.8.ITH.2		
<b>Students will be able to independently use their learning to:</b> <ul style="list-style-type: none"> <li>● Appreciate and explain the structure and story of a graphic novel.</li> <li>● Identify literary techniques involving character, plot, dialogue, word choice, etc. to better understand literature, in general.</li> <li>● Follow the creative process to produce other artistic works such as drawings, dramatic works, music, sculptures, etc.</li> </ul>		
<b>Understandings:</b> <ul style="list-style-type: none"> <li>● Graphic novels incorporate design elements including: panels and gutters; description and word balloons; sound effect and motion lines, and black and white or colorful art.</li> <li>● A graphic novel follows a specific format utilizing specific artistic and narrative components.</li> <li>● An original work of fictional literature includes characters, plot, setting and dialogue presented using effective techniques and descriptive details.</li> <li>● Media artists generate ideas, organize and develop them and refine them to improve quality and create meaning.</li> </ul>		
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Identify each of the components of a graphic novel within a specific page or portion of pages.</li> <li>● Analyze a graphic novel by determining how the visual art connects to and supports the text and by constructing meaning from words, images, and word-image combinations.</li> <li>● Explain how the author is using each tool to convey meaning relevant to the overall purpose of that portion of the story (chapter, page or scene).</li> <li>● Qualify or justify views in light of the evidence presented and through discussion</li> <li>● Use context as well as a word's position or function in a sentence as a clue to the meaning of a word or phrase; interpret figures of speech (e.g.verbal irony, puns) in context.</li> <li>● Provide an objective summary of the text.</li> <li>● Analyze characters utilizing the novel's text and images.</li> <li>● Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping</li> <li>● Create an original graphic story utilizing a graphic novel format combining elements and techniques of visual art, dialogue, and narrative text.</li> </ul>		

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Admin Approval: Carl Blanchard  
Board Approved 9/11/23

- Provide constructive feedback to classmates during the creative process through peer review.
- Reflect on constructive feedback from classmates during the creative process through peer review and modify artistic choices in consideration of their audience.

**Core Instructional and Supplemental Materials, Assessments, Pacing Guide****[Graphic Novels](#)**

“Bone: Out from Boneville” by Jeff Smith

“Copper” by Kazu Kibuishi

**Interdisciplinary Connections:**

See NJSLs above.

**[Computer Science & Design Thinking](#)** (8.1 or 8.2)

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

**[Career Readiness, Life Literacies & Key Skills](#)** (9.1, 9.2 or 9.4)

9.2.8 CAP.12 Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Accommodations:**

[CTSD accommodations](#)