

Course Overview/Description

“A villain is just a victim whose story hasn’t been told.” —Once Upon a Time

The entertainment industry has done their best to provide society with an overwhelming amount of stories that tell the story from the antagonist’s perspective (*Hook* or *Maleficent*, for example). What is the villain’s side of the story? What if everything we thought we knew was wrong? This course will seek to examine this issue from all sides. What makes someone a hero? What causes someone to be defined as a villain? Throughout this nine week reading course, we will examine the idea of what it means to be a hero versus a villain in our culture, through comic books, graphic novels, fairy tales, short stories, novel excerpts, and news articles.

Course Essential Standards

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.
- 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

Speaking/Listening.

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Reading

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text .
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing

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

Scope and Sequence

Timeframe	Unit	Instructional Topics	Formative Assessment Strategies
Ex: 5 weeks (October 1 - November 2)	Ex: Unit 1 - Narrative: Small Moments	Ex: Components of Narrative Writing	
4 weeks	Unit 1. Fairy Tales...What constitutes a hero?	-Elements of a Hero -Character Perspective -Storywriting	Rough drafts of essays Understanding of stories based on presentations
4 weeks	Unit 2. Comic Books and Graphic Novels---visual tales	- Literature Circle on Choice Graphic Novel - Design elements of graphic novels-	Classroom discussions and Journaling on novel
4 weeks	Unit 3. The Hero's Journey	- 12 steps to a Hero's Journey with various pieces of literature	Classroom discussion Reading quizzes or checks
4 weeks	Unit 4. The Ultimate Super Villain	- Research skills - Research paper	Rough Drafts Map checks
2 weeks	Unit 5. The Disney Villains...a group of misunderstood characters	Argumentative Writing Final Exam	Map checks Classroom discussion

Course Details

UNIT 1: Fairy Tales -- 2 weeks

Essential Standards Addressed -

- Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text .
- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

INSTRUCTIONAL TOPIC: <What is a storybook hero?> --<10 days>

Description--In this unit, the class will read and discuss various fairy tales in order to define what defines a storybook hero. Students will look at different perspectives from the stories and learn to identify with various antagonists through various stories and their own written tale.

Learning Targets

- Students will read and teach a fairy tale to the class.

- Students will provide a definition of a hero.
- Students will read and view various examples of the antagonist's side of the story
- Students will write a story that tells the tale from the antagonist's perspective.

UNIT 2. Comic Books and Graphic Novels---visual tales -- 2 weeks

Essential Standards Addressed

- Read and comprehend complex literary and informational texts independently and proficiently.
- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 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
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INSTRUCTIONAL TOPIC: <How is a story told through speech and visual images?> --<10 days>

Learning Targets

- Students will understand the major design elements involved within this genre.
- Students will be able to identify the most popular comic book heroes and villains and what makes them so.
- Students will read and analyze a graphic novel for its use of design elements and present that to the class.

UNIT 3: A Hero's Journey -- 2 weeks

Essential Standards Addressed -

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text .
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INSTRUCTIONAL TOPIC: What elements make up a hero's journey? --<10 days>

Learning Targets

- Students will read a variety of literature dealing with the archetypal concept of a Hero's Journey told through 12 steps.
- Students will complete an essay exam where they define what journey a hero takes with examples.

UNIT 4. Who is the Ultimate Super Villain?-- 2 weeks

Essential Standards Addressed -

- Read and comprehend complex literary and informational texts independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

-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.

INSTRUCTIONAL TOPIC: <What makes someone a super villain?> --<10 days>

Students will utilize research skills in order to analyze a specific villain and discuss why that specific person is a villain.

Learning Targets

- Students will research and write an essay where they claim which villain is the ultimate real-life villain.
- Students will utilize research skills and databases to analyze what makes a person a villain.

UNIT 5: <The Disney Villains...a group of misunderstood characters> -- Any remaining class period(5 days)

Essential Standards Addressed -

- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INSTRUCTIONAL TOPIC: <Disney's "Villains"> --<4 days>

Learning Targets

- Students will complete a film study as the final unit and exam, which will bring together all of the concepts discussed in class to explain how their character is actually misunderstood.