# Literary Genres

## Course Overview

Literary Genres is an elective wherein the student selects a literary discipline to study. Such possibilities could include Wisconsin Literature, Mystery, Science Fiction, or Historical Fiction. Students are required to fulfill a list of tasks that include a variety of written analyses, some oral presentations, individual and group projects, related assigned readings, and researching the chosen category. This course is designed to encourage reading as well as allow the student to further explore material in which they are truly interested.

## Scope and Sequence

| Timeframe | Unit | Instructional Topics |
| --- | --- | --- |
| Ongoing | Genre Selection | 1. Circle Map<br>2. Investigating Genres |
| Ongoing | Reading in Literary Genres | 1. Research Material on Chosen Genre<br>2. Reading Independent Novels<br>3. Reading Poetry |
| Ongoing | Six Trait Writing Model_Copy | 1. Ideas<br>2. Organization<br>3. Voice<br>4. Word Choice<br>5. Sentence Fluency<br>6. Conventions<br>7. Final Copy<br>8. Presentation |
| Ongoing | Writing in Literary Genres | 1. Writing the Literary Analysis<br>2. Writing a Film Review in the Chosen Genre<br>3. Taking Written Exams on the Novels<br>4. Creating a Short Story in Chosen Genre |
| Ongoing | Alternative Projects | 1. Creating Genre or Novel-Specific Projects |
| Ongoing | Final Presentation | 1. Tree Map_Copy<br>2. Writing the Research Paper<br>3. Producing the Final Presentation |
| Ongoing | Technology in the Course | 1. Producing Word Processed Papers<br>2. Producing Projects Using Multimedia |

### Essential Understandings

1. What type of novels do I enjoy reading?
2. What criteria must a book have to be classified as a specific genre?
3. How do I critically analyze forms of literature?

### Academic Vocabulary

Fantasy, Science Fiction, Mystery, Novel, Prose, Poetry, Romance, Sports Literature, Chick Literature, Horror, Classic, Classic Pop Fiction, Gothic

### Materials and Resources

- · Novels of students' choice
- · Notebook/Journal
- · Paper
- · Pens and pencils
- · Flashdrive

# Course Details

**UNIT: Genre Selection** -- Ongoing

### Description
A key part of this course is the study of one specific genre. Students will, in small groups, work on studying a genre. At the end of the term, students will present their genre to the entire class. The focus academic vocabulary will be the various genres (science fiction, fantasy, romance, historical fiction, mystery, action, horror, autobiography, biography), the blurring of genres, and readability.

### Unit Level Key Questions
What is a strong definition of the selected genre? What criteria must a novel meet to be included in that genre? What is the history of the genre? Who are some key authors from the selected genre? What elements must the selected genre include?

## TOPIC: Circle Map [Ongoing]

### Description
·Seeking context about a specific genre
·Generate relevant information

#### Learning Targets

Students will generate relevant information or seek context using a circle map.

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## TOPIC: Investigating Genres [Ongoing]

### Description
Students will spend a portion of the term investigating a genre of their choice.

#### Learning Targets

Students will develop a small group and select a genre to study for the term.

**UNIT: Reading in Literary Genres** -- Ongoing

### Description
Students will read several novels of a challenging length throughout the term. In addition, students will read poetry and various other sources in mini lessons.

### Unit Level Key Questions
What is the selected novel about? How is conflict used in your novel? Can you describe the main character? What is the main theme in your selected novel?

## TOPIC: Research Material on Chosen Genre [Ongoing]

### Description
Students will select strong sources to read and utilize for their research paper and presentation.

#### Learning Targets

Students will organize their information.

Students will utilize technology to research their genre.

## TOPIC: Reading Independent Novels [Ongoing]

### Description
Students have choice in their novels, but it must be within reason. Students will be asked to challenge themselves in their reading. In addition, at least one of the novels must come from their chosen genre of study.

#### Learning Targets

Students will read aloud from their novels.

Students will read and comprehend several novels of considerable length.

Reviewed August 2021--contains what the current LCCPA self-paced version operates under and more.

<u>**TOPIC: Organization**</u> [Ongoing]

> **Description**
> **Organization**
> > <u>**Learning Targets**</u>
>
> Students will read, analyze, and share a poem of their choice with the class.

<u>**UNIT: Six Trait Writing Model  Copy**</u> -- Ongoing

**Description**
The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

**Academic Vocabulary**
**Ideas**
The Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme.
**Organization**
Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea.
**Voice**
The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message.
**Word Choice**
Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader.
**Sentence Fluency**
Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.
**Conventions**
Conventions are the mechanical correctness of the piece-spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation.

<u>**TOPIC: Ideas**</u> [Ongoing]

> **Description**
> **Ideas**
> The Ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative-often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ..." They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.
>
> > <u>**Learning Targets**</u>
>
> Students will practice and apply the IDEA trait to writing activities.
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<u>**TOPIC: Organization**</u> [Ongoing]

> **Description**
> **Organization**
> Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

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#### Learning Targets

Students will practice and apply the ORGANIZATION trait to writing activities.

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## TOPIC: Voice [Ongoing]

### Description
**Voice**

The Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something-different from the mark of all other writers-that we call voice.

#### Learning Targets

Students will practice and apply the VOICE trait to writing activities.

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## TOPIC: Word Choice [Ongoing]

### Description
**Word Choice**

Word Choice is the use of precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well.

#### Learning Targets

Students will practice and apply the WORD CHOICE trait to writing activities.

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## TOPIC: Sentence Fluency [Ongoing]

### Description
**Sentence Fluency**

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that the writer moves through the piece with ease.

#### Learning Targets

Students will practice and apply the SENTENCE FLUENCY trait to writing activities.

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Students will practice and apply the SENTENCE FLUENCY trait to writing activities.

## TOPIC: Conventions [Ongoing]

### Description
**Conventions**

Conventions are the mechanical correctness of the piece-spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has been proofread and edited with care. Handwriting and neatness are not part of this trait. Since this trait has so many pieces to it, it's almost a holistic trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?"

#### Learning Targets

Students will practice and apply the CONVENTIONS trait to writing activities.

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## TOPIC: Final Copy [Ongoing]

### Description

Students use a variety of strategies to move through the editing process to produce a final written copy.

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#### Learning Targets

Students will proof, edit, revise and develop a final written copy.

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## TOPIC: Presentation [Ongoing]

### Description
**Presentation**
Presentation combines both visual and verbal elements. It is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the piece will not be inviting to read unless the guidelines of presentation are present. Think about examples of text and presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text.

#### Learning Targets

Students will present their writing in a format as directed by their teacher.

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## UNIT: Writing in Literary Genres  -- Ongoing

### Description
Students will write a wide variety of items for literary genres, including a research paper, literary analysis, a film review, and a short story. Focus academic vocabulary for this unit will include the major types of writings (literary analysis, film review), research vocabulary (MLA, quality resources, database), and short story elements (characterization, antagonist, protagonist, and the elements of a story). Each writing assignment will be graded according to a six-trait rubric.

### Academic Vocabulary
How does film fit the selected genre? What is the author's message, and how is that demonstrated throughout the novel? What is the main conflict in your novel?

## TOPIC: Writing the Literary Analysis  [Ongoing]

### Description
Students will analyze their novels by writing about them.

#### Learning Targets

Students will analyze their novels for themes, character portrayals, patterns, and positions.

Students will plan, write, edit, and produce a final draft of a short story.

## TOPIC: Writing a Film Review in the Chosen Genre [Ongoing]

### Description
Students will view a film that fits into their genre and write a review of that video.

#### Learning Targets

Students will plan, write, edit, revise, and produce a final draft of a movie review.

Students will view and analyze a film in their chosen genre.

## TOPIC: Taking Written Exams on the Novels [Ongoing]

### Description
At the end of each novel unit, students will take an essay exam to prove their understanding of their novel.

#### Learning Targets

Students will analyze characterization in their novel.

Students will analyze setting and conflict in their novel.

Students will analyze theme in a novel.

Students will defend a controversy.

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**TOPIC: Creating a Short Story in Chosen Genre** [Ongoing]

### Description
Students will write a short story that fits into their selected genre.

#### Learning Targets

Students will identify the elements of their genre.

Students will plan, write, edit, and produce a final draft of a short story.

## UNIT: Alternative Projects -- Ongoing

### Description
Students will further extend their understanding of the novel by enhancing their knowledge with outside projects. The projects will show off their multiple intelligences to prove their understanding of the novel.

### Unit Level Key Questions
Where are you strong in intelligence? How can you use those strengths to enhance your understanding of the novel?

## TOPIC: Creating Genre or Novel-Specific Projects [Ongoing]

### Description
Students will select from a list of various projects and produce two throughout the term that go with their selected novels. Students will be encouraged to choose projects that fit their specific strengths, such as artistic intelligence or spatial intelligence.

#### Learning Targets

Students will brainstorm, plan, and construct various projects that relate to their novel or their genre.

Students will explain their projects to the class.

## UNIT: Final Presentation -- Ongoing

### Description
Students will present to the class their findings about their selected genre. Students will also write a formal research paper about their genre.

### Academic Vocabulary
What are the major elements of the selected genre? Who are the major authors in the selected genre? How has the selected genre evolved over time?

## TOPIC: Tree Map_Copy [Ongoing]

### Description
·Classification
·Main Idea/Details
·Persuassive
·Theme

#### Learning Targets

## TOPIC: Writing the Research Paper [Ongoing]

### Description
Students will write a paper that describes their selected genre.

#### Learning Targets

Students will research, plan, write, revise and produce a research paper on their genre.

## TOPIC: Producing the Final Presentation [Ongoing]

### Description
Students will produce a final presentation that includes technology. In their presentation, students will describe the elements of their genre and novels that fit that genre.

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**<u>Learning Targets</u>**

Students will plan and present a project on their chosen genre.

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## <u>UNIT: Technology in the Course</u> -- Ongoing

**Description**
Technology is a key part of any course in order to prepare students for their future.

**Unit Level Key Questions**
How can Powerpoint or Smartboard Notebook enhance your presentation?

## <u>TOPIC: Producing Word Processed Papers</u> [Ongoing]

**Description**
Students will produce a wide variety of papers for this course including a research paper, short story, and two analysis papers.

**<u>Learning Targets</u>**

Students will work to produce written papers.

## <u>TOPIC: Producing Projects Using Multimedia</u> [Ongoing]

**Description**
Students will Notebook software or PowerPoint to present their knowledge to the class.

**<u>Learning Targets</u>**

Students will work to produce a presentation using multimedia as a visual aid.