

# YOUNG ADULT LITERATURE

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## Course Overview

Young Adult Literature is an elective course designed for students who enjoy reading – especially literature that has been written specifically for teens. My hope is that through this course you will read widely to explore new genres, authors, and titles and that you will engage in a community of readers to consider other perspectives and think more deeply about the works you read.

In each unit, we will consider real-world topics and issues by investigating an essential question through thematically related texts. You will often have choice in which text you read in a unit; consequently, you will be responsible for working with your classmates to set goals and procedures for discussion and for holding each other accountable.

By the end of the course, you will be able to:

- \* Use strong evidence from a text to support your analysis of its central ideas – both those that are clearly stated and those that are suggested – and to show where the text leaves matters uncertain (RL.1)
- \* Analyze the development of at least two of a text’s key ideas and themes by showing how they progress and interact throughout the text; summarize the text as a whole without adding your own ideas or opinions (RL.2)
- \* Analyze the author’s choices related to setting, plot structure, and characterization in a story or drama (RL.3)
- \* Analyze specific words and phrases in the text to determine both their figurative and connotative meanings, as well as how they contribute to the text’s tone and meaning as a whole; consider multiple-meaning words and vivid language (RL.4)
- \* Analyze the ways in which the author has chosen to structure and order the text and determine how those choices shape the text’s meaning and affect the readers (RL.5)
- \* Actively participate in a variety of discussions in which you come to the discussion prepared, work with others to establish goals and processes, ask and respond to questions, encourage a range of positions, relate the current topic to other relevant information and perspectives, and respond to different perspectives (SL.1)
- \* Organize and present information, evidence, and your perspective to your listeners in logical sequence and style that are appropriate to your task, purpose, and audience (SL.4)

## Required Materials

Please have the following materials with you each class:

- \* School-issued device (charged and ready to use)
- \* Personal headphones
- \* College ruled composition notebook
- \* College ruled loose leaf paper
- \* Black or blue pens and a highlighter
- \* Copy of current reading and/or writing

# Policies and Expectations

## Attendance

The Nampa School District has an attendance policy which limits the number of days that a student may be absent from school. As with anything in life, classroom instruction, questions and answers, cooperative learning, etc. can never be duplicated; therefore, it is to your advantage to be in class and on time every day. Consequences for students who are absent or tardy are outlined in the student handbook and will be enforced. If you are absent, it is your responsibility to check the Learning Management System (LMS), itslearning, for assignments missed.

## Assignments

You will have two due dates for all assignments: a due date and a last acceptable date.

### Due Date

This date will allow plenty of time for you to complete the work in an acceptable and proficient manner. To turn assignments in on this date, all work must be complete and ready for grading; work that is incomplete will be marked "incomplete" and returned to you for completion by the last acceptable date. Late work will be accepted at teacher discretion.

### Last Acceptable Date

The Last Acceptable Date (LAD) is in essence a revision deadline. To take advantage of the LAD, you must earnestly attempt the assignment by the initial due date. Revision is an important part of the learning (and writing) process; therefore, students are encouraged to continue working toward skills mastery by revising/reattempting assignments up until the LAD.

## Assessment

The purpose of grading is to communicate your progress toward learning goals, provide information for you to evaluate your own progress, offer incentives for you to learn, and inform me as the teacher about the effectiveness of my instruction. Your work this semester will fall under two categories:

### Formative Assessments (20%)

This category is used to assess your understanding of the skills and standards that are the direct focus for each unit. These assignments are used to build proficiency on course outcomes and to provide opportunities for feedback on your learning. All formative assessments may be revised after additional instruction and/or proof of learning.

### Summative Assessments (80%)

This category is used to assess your proficiency on the standards that have been focused on throughout each quarter. Longer assignments such as essays, projects, and tests fit in this category and are used to show growth and mastery of standards; as such, they will determine your semester grade. Revision of summative assessments is up to teacher discretion.

## Grade Scale

<i>Level</i>	<i>Letter</i>	<i>Proficiency Descriptor</i>
4	A	<u>Enriched Understanding</u> : thorough understanding of the concept or skill; extends understanding beyond the requirements of the learning target
3	B	<u>Proficient</u> : complete and correct understanding of the concept or skill
2	C	<u>Exploring</u> : foundational understanding of the concept or skill
1	D	<u>Building Readiness</u> : partial mastery of prerequisite knowledge and a rudimentary or incomplete understanding of the concept or skill
0	I	<u>Incomplete Learning</u> : little to no evidence of student learning

## Plagiarism and Academic Integrity

The goal of the Nampa School District is to establish a challenging learning environment and to produce life-long learners. Therefore, all work submitted by a student is expected to be the result of that student's ideas and efforts; when the work is not, the student has engaged in academic dishonesty. Cheating, including plagiarism, on any assignment will be scored "incomplete" and appropriate consequences will be assigned. A student who willfully supplies materials to another student for copying is considered subject to the same penalties.

## Electronics

There will be many occasions during class where your school-issued electronic device will be used for academic purposes. For instance, you might use your device to read, research, compose, or submit. I will inform you when the use of your device is expected. The use of personal electronics (cell phones) in the classroom is a possible privilege, not a right. If you are abusing this privilege by participating in non-academic activities such as texting, social networking, or gaming during class, your cell phone will be confiscated according to the school's electronic devices policy and your privileges revoked.

## Classroom Library

My classroom library is a resource to be used voluntarily by students; it is not a mandatory part of my class and no credit will be assigned for making use of it. However, I strongly encourage all my students to browse and explore the reading material available to them. The rules for the use of my library are as follows:

- \* Only one book may be checked out at any time. You may keep that book for as long as you wish (up until the end of the school year), but you may not check out another book until the previous one is returned.
- \* Books that are lost or damaged must be replaced with a replacement copy of the same book. Alternately, you may choose to pay a \$5 fine towards the cost of a replacement.

# Semester One | Young Adult Literature A

## Unit One: Foundations of Young Adult Literature

How do works of young adult literature serve as windows and mirrors for readers?

### Reading:

- \* Rudine Sims Bishop, "Windows, Mirrors, and Sliding Glass Doors"
- \* S. E. Hinton, *The Outsiders*

### Assessment:

- \* Project. In a medium of your choice, create a visual representation of your "mirror." What traits, characteristics, or qualities reflect who you are?
- \* Socratic Seminar. Discuss how young adult literature serves as windows and mirrors for readers. How is this reflected in *The Outsiders* or other works you've read? Prepare questions and notes in advance of our Socratic seminar.

## Unit Two: Identity and Coming of Age

How does society influence our identity and the choices we make?

### Reading:

- \* Becky Albertalli, *Simon vs. the Homo Sapiens Agenda*
- \* Sherman Alexie, *The Absolutely True Diary of a Part Time Indian*
- \* Stephen Chbosky, *The Perks of Being a Wallflower*
- \* Jennifer Donnelly, *A Northern Light*
- \* Gene Luen Yang, *American Born Chinese*

### Assessment:

- \* Project. Select a character from your novel and create a body biography – a visual and written portrait illustrating several aspects of the character's life within the literary work.
- \* Socratic Seminar. Discuss the influence of society on our identity and the choices we make. How is this reflected in your novel of choice? Prepare questions and notes in advance of our Socratic seminar.

## Unit Three: Relationships

How are people transformed through their relationships with others?

### Reading:

- \* John Green, *Looking for Alaska*
- \* David Levithan, *Boy Meets Boy*
- \* E. Lockhart, *The Disreputable History of Frankie Landau-Banks*
- \* Rainbow Rowell, *Eleanor & Park*
- \* Sarah Tregay, *Love & Leftovers*

### Assessment:

- \* Project. Create a playlist of 10+ songs that represents your novel of choice. For each selection, write a rationale explaining why the song represents a scene, character, or theme in the novel.
- \* Socratic Seminar. Discuss the ways in which people are transformed through their relationships with others – family, friends, romantic partners, peers, etc. How is this reflected in your novel of choice? Prepare questions and notes in advance of our Socratic seminar.

## Unit Four: Social Justice

What role do young people and ordinary citizens have in bringing about social, political, and economic change?

### Reading:

- \* Cory Doctorow, *Little Brother*
- \* John Lewis, Andrew Aydin, and Nate Powell, *March*
- \* Nic Stone, *Dear Martin*
- \* Angie Thomas, *The Hate U Give*
- \* Renée Watson, *Piecing Me Together*

### Assessment:

- \* Project. Collaboratively develop a service project to address a need in our school or local community.
- \* Socratic Seminar. Discuss the ways in which ordinary citizens, particularly young adults, can influence social, political, and/or economic change. How is this reflected in your novel of choice? Prepare questions and notes in advance of our Socratic seminar.

## Semester Final

How do works of young adult literature serve as windows and mirrors for readers?

### Reading:

- \* YA novel of choice.

### Assessment:

- \* Project. Develop a 5-7 multi-media presentation introducing your novel of choice to potential readers. Include a relevant information about the author and publication, as well as brief overview of plot, setting, characters, and themes. In short, your presentation should work to answer our essential question: how does this work serve as a window and/or mirror for readers today?