

Young Adult Literature
Mrs. Sarah Andersen
Trimester Class
Grades 9-12

Unit One: Identity and Relationships (4 weeks)

Essential Questions:

- How do we effect one another?
- How can I invent new opportunities?
- How can I effectively articulate my opinions and perspectives?
- How do I build a context for change in my life?
- How will I know when to risk failure for possible success?
- How can I discover the truth about others?

Content: *Looking for Alaska* by John Green (novel)
www.sparksflyup.com (John Green's website)

Skills:

Active Reading Strategies

- Connecting, visualizing, questioning, reviewing

Literary Elements

-Internal/External Conflict, Theme, Point of View

Assessments:

Daily

-Discussion questions

-Blogs

-Reading response journal

-Literature circles

-Work on trimester project

Formal

-Quizzes

-Written book response (Letter to the author, character letter, etc.)

-Famous Last Words Project

Awards for *Looking for Alaska*:

- 2006 Michael L. Printz Award

- ALA Booklist

-ALA/YALSA Best Book for Young Adults

-ALA/YALSA Quick Pick for Reluctant Young Adult Readers

Optional Books:

-*This Lullaby* by Sarah Dessen

-*Staying Fat for Sarah Byrnes* by Chris Crutcher

-*Catalyst* by Laurie Halse Anderson

Unit Two: Teen Violence (4 weeks)

Essential Questions:

- How can I prevent teen violence?
- How do I build networks of people to support me?
- What influence do class, religion, language and culture have on my relationships and my decisions?
- What role does empathy play in how I treat others?
- How do I determine when taking social action is appropriate?
- Which decisions that I make today will affect me for my entire life?

Content: *Breathing Underwater* by Alex Flinn (novel)

www.alexflinn.com

Skills:

Active Reading Strategies

- Connecting, visualizing, questioning, reviewing
- Identifying character attributes

Literary Elements

- Internal/External Conflict, Theme, Point of View

Assessments:

Daily

- Discussion questions
- Blogs
- Reading response journal
- Literature circles
- Work on trimester project

Formal

- Quizzes
- Written book response (Letter to the author, character letter, etc.)
- Socratic Seminar
- Create a Public Service Announcement about abuse/teen violence

Awards for *Breathing Underwater*:

- ALA Best Book for Young Adults
- ALA Quick Picks for Reluctant Readers
- IRA, CBC Young Adult's Choice Award

Optional Books:

- Sold* by Patricia McCormick
- Monster* by Walter Dean Meyers
- Thirteen Reasons Why* by Jay Asher

Unit Three: Life Changes (4 weeks)

Essential Questions:

- What can I contribute as an individual?
- What can I do to realize my dreams or visions for the future?
- How do I develop a realistic plan for the future?
- How do I build a context for change in my life?
- Where will I find wisdom?
- What qualities define a good world citizen?
- How can I create the world I want to live in?

Content: *Elsewhere* by Gabrielle Zevin (novel)

Skills:

Active Reading Strategies

- Connecting, visualizing, questioning, reviewing

Literary Elements

-Internal/External Conflict, Theme, Point of View

Assessments:

Daily

-Discussion questions

-Blogs

-Reading response journal

-Literature circles

-Work on trimester project

Formal

-Quizzes

-Written book response (Letter to the author, character letter, etc.)

-Socratic Seminar

-Group presentation on cultural beliefs about afterlife

Awards for *Elsewhere*:

- ALA Teens Top 10

-Borders Original Voices Award Winner

-School Library Journal Best Books of the Year

Optional Books:

-*Deadline* by Chris Crutcher

-*Izzy, Willy Nilly* by Cynthia Voight

Trimester Project (Rough Draft)

This project will mostly be worked on independently throughout the trimester. At least once a week we will work on this during class. All projects will be presented in class.

You may choose one of the following projects:

Author Study: Read at least two YA novels written by the same author. Series do not count (i.e. *Twilight* Saga by Stephenie Meyer). Create a presentation including a synopsis of each book, your review of the book, information about the author, etc.

Original YA Novel: Begin your own YA novel. The novel must include a topic that relates to teens and has a protagonist between the ages 12-18. You must “complete” the first 2-3 chapters of your novel. You will read at least part of this to the class. 😊

Banned Books Campaign: Read 2-3 books that are included on the banned books list. Write a review of these books and create an advertisement that promotes these books. It will be placed in the media center with the permission of the media specialist.

Books with a Similar Theme: Read 2-3 books that deal with a similar theme or issue such as friendship, drug abuse, outcasts, etc. Construct an annotated bibliography and a visual presentation of the books.

Genre Study: Expand your reading repertoire by reading 2-3 books from a genre you normally do not choose to read. Some possible genres include historical fiction, sci-fi, fantasy, etc (all YA of course). Create a visual presentation discussing the books, your thoughts, what you normally read, and if you plan to read books in this genre again.

Student Choice: Design your own project. This must be approved by me first.

Standards and Benchmarks

Strand 1

1.1: CE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8

1.2: CE 1.2.1, 1.2.2, 1.2.3, 1.2.4

1.3: CE 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9

1.4: CE 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7

1.5: CE 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5

Strand 2

2.1: CE 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.10, 2.1.11, 2.1.12

2.2: CE 2.2.1, 2.2.2, 2.2.3

2.3: CE 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8

Strand 3

3.1: CE 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10

3.2: CE 3.2.1, 3.2.4, 3.2.5

3.3: CE 3.3.2, 3.3.3, 3.3.6

Strand 4

4.1: CE 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5

4.2: CE 4.2.2