NOTE: This calendar is tentative. Changes may arise, and I will keep you informed.

COURSE OBJECTIVES:
1. The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
2. The student will analyze various novels in the adolescent literature genre.
3. The student will explain why the novels studied fit into the category of adolescent literature.
4. The student will explain the place of adolescent literature in the secondary classroom.
5. The student will use the writing process to produce writing assignments that analyze the literature being studied.
6. The student will interpret the adolescent literature read in discussions with fellow students.

WEEK 1
Tuesday, January 14
Course Overview: Syllabus and Calendar
Discussion Pages
Discovery Day Pages

Assignment: Unit 1: Read *The Silence of Murder* by Dandi Daley Mackall. Focus is characters, so read for that and take notes on specifics about each character.

UNIT 1: *THE SILENCE OF MURDER* by Dandi Daley Mackall

UNIT 1 OBJECTIVES:
1. The student will define the literary meaning of the vocabulary pertinent to adolescent novels.
2. The student will analyze and interpret the character aspects of the adolescent literature studied.
3. The student will compare his/her assumptions/findings about adolescent novels with other students in class discussions.
4. The student will write essays analyzing the characters of adolescent novels.

Thursday, January 16
DUE: *The Silence of Murder* by Dandi Daley Mackall and completed discussion pages
IN CLASS: Discuss *The Silence of Murder*

WEEK 2
Tuesday, January 21
DUE: Continue *The Silence of Murder*
IN CLASS: Write academic paragraph #1 on *The Silence of Murder*

Thursday, January 23
DUE: Continue *The Silence of Murder*
Academic paragraph on *Silence of Murder*
IN CLASS: Activity for *The Silence of Murder*
WEEK 3
Tuesday, January 28

DUE: Discovery Day: Research on Adolescent Novels
IN CLASS: Present/Discuss adolescent novels found during research

Writing Assignment 1 and rubric

Reading Assignment: Unit 2: Read *Shelter* by Harlan Coben. Focus is motives, so read for that and take notes on specifics about the motives for each character.

UNIT 2: *SHELTER* by Harlan Coben

UNIT 2 OBJECTIVES:
1. The student will define the literary meaning of the vocabulary pertinent to adolescent novels.
2. The student will analyze and interpret the motives of the adolescents in the literature studied.
3. The student will compare his/her assumptions/findings about adolescent novels with other students in class discussions.
4. The student will write essays analyzing the motives of adolescents in novels.

Thursday, January 30
DUE: Writing Assignment 1
    *Shelter* by Harlan Coben and completed discussion page
IN CLASS: Discuss *Shelter*

WEEK 4
Tuesday, February 4
IN CLASS: Continue *Shelter* by Harlan Coben
    Write academic paragraph #2 on *Shelter*

Thursday, February 6
DUE: Continue *Shelter*
    Academic paragraph on *Shelter*
IN CLASS: Activity for *Shelter*

WEEK 5
Tuesday, February 11
DUE: Discovery Day: Research on Adolescent Novels
IN CLASS: Present/Discuss adolescent novels found during research

Writing Assignment 2 and rubric

Reading Assignment: Unit 3: Read *The Boy in the Striped Pajamas* by John Boyle. Focus is psychological and social with a child’s part in all that. This is a Holocaust novel, so keep that in mind.
UNIT 3:  *THE BOY IN THE STRIPED PAJAMAS* by John Boyne

**UNIT 3 OBJECTIVES:**
1. The student will define the literary meaning of the vocabulary pertinent to adolescent novels.
2. The student will analyze and interpret the psychological and social aspects of the adolescents in the literature studied.
3. The student will compare his/her assumptions/findings about adolescent novels with other students in class discussions.
4. The student will write essays analyzing the psychological and social aspects of adolescents in novels.

**Thursday, February 13**

DUE: Writing Assignment 2

*The Boy in the Striped Pajamas* by John Boyle and completed discussion pages

IN CLASS: Discuss *The Boy in the Striped Pajamas*

**WEEK 6**

**Tuesday, February 18**

DUE: Continue *The Boy in the Striped Pajamas*

IN CLASS: Write academic paragraph #3 on *The Boy in the Striped Pajamas*

**Thursday, February 20**

DUE: Continue *The Boy in the Striped Pajamas*

IN CLASS: Activity for *The Boy in the Striped Pajamas*

**WEEK 7**

**Tuesday, February 25**

DUE: Discovery Day: Research on Adolescent Novels

IN CLASS: Present/Discuss adolescent novels found during research

Writing Assignment 3 and rubric

Reading Assignment: Unit 4: Read *Warriors Don’t Cry* by Melba Patillo Beals. Focus is the Civil Rights movement and the psychological and social impact it had on the Little Rock Nine. Take notes on these issues as you read.

**UNIT 4:  WARRIORS DON’T CRY* by Melba Patillo Beals**

**UNIT 4 OBJECTIVES:**
1. The student will define the literary meaning of the vocabulary pertinent to Holocaust literature read.
2. The student will analyze and interpret the psychological and social aspects of the adolescents in the literature studied.
3. The student will compare his/her assumptions/findings about Holocaust novels with other students in class discussions.
4. The student will write essays analyzing the psychological and social aspects of adolescents in novels.

**Thursday, February 27**

DUE: Writing Assignment 3

*Warriors Don’t Cry* by Melba Patillo Beals and completed discussion pages

IN CLASS: Discuss *Warriors Don’t Cry*
WEEK 8
Tuesday, March 3  DUE:  Continue *Warriors Don’t Cry*
IN CLASS:  Write academic paragraph #4 on *Warriors Don’t Cry*

Thursday, March 5  DUE:  Continue *Warriors Don’t Cry*
                        Academic paragraph #4 on *Warriors Don’t Cry*
IN CLASS:  Activity for *Warriors Don’t Cry*

MARCH 9-13  SPRING BREAK

WEEK 9
Tuesday March 17  DUE:  Discovery Day: Research on Adolescent Novels
IN CLASS:  Present/Discuss adolescent novels found during research

Writing Assignment 4 and rubric

Reading Assignment: Unit 5: Read *When I Found You* by Catherine Ryan Hyde. Focus is choices. Take notes on the choices the characters make in this novel as you read.

UNIT 5:  *WHEN I FOUND YOU* by Catherine Ryan Hyde

UNIT 5 OBJECTIVES:
1. The student will define the literary meaning of vocabulary pertinent to the adventure novels read.
2. The student will analyze and interpret the consequences of choices made through adolescents in literature.
3. The student will compare his/her assumptions/findings about coming of age novels with other students in class discussions.
4. The student will complete a hexagonal writing strategy and then choose three sides and complete a writing assignment.

Thursday, March 19  DUE:  Writing Assignment 4
                        *When I Found You* by Catherine Ryan Hyde and completed discussion pages
IN CLASS:  Discuss *When I Found You*

WEEK 10
Tuesday, March 24  DUE:  Continue *When I Found You*
IN CLASS:  Write academic paragraph #5 on *When I Found You*

Thursday, March 26  DUE:  Continue *When I Found You*
                        Academic paragraph #5 on *When I Found You*
IN CLASS:  Activity for *When I Found You*

WEEK 11
Tuesday, March 31  DUE:  Discovery Day: Research on Adolescent Novels
IN CLASS:  Present/Discuss adolescent novels found during research

Writing Assignment 5 and rubric

Reading Assignment: Unit 6: Read *If I Stay* by Gayle Forman. Focus is the narrator and narration. Take notes on the way the narrator handles the obstacles in the novel. Is it believable or not? Does the flashback add or detract from the story?
UNIT 6:  *IF I STAY* by Gayle Forman

**UNIT 6 OBJECTIVES:**
1. The student will define the literary meaning of the vocabulary pertinent to adolescent novels.
2. The student will analyze and interpret the narrative aspects of the adolescent literature studied.
3. The student will compare his/her assumptions/findings about adolescent novels with other students in class discussions.
4. The student will write essays analyzing the narration in adolescent novels.

**Thursday, April 2**
**DUE:** Writing Assignment 5

*If I Stay* by Gayle Forman and completed discussion pages

**IN CLASS:** Discuss *If I Stay*

**WEEK 12**
**Tuesday, April 7**
**DUE:** Continue *If I Stay*

**IN CLASS:** Write academic paragraph #6 on *If I Stay*

**Thursday, April 9**
**DUE:** Continue *If I Stay*

Academic paragraph #6 on *If I Stay*

**IN CLASS:** Activity for *If I Stay*

**WEEK 13**
**Tuesday, April 14**
**DUE:** Discovery Day: Research on Adolescent Novels

**IN CLASS:** Present/Discuss adolescent novels found during research

Wednesday Assignment: Unit 7: Read *This Tender Land* by William Kent Kruger. Focus is a journey. Take notes on the order of events as you read this novel.

**UNIT 7:  *THIS TENDER LAND* by William Kent Kruger**

**UNIT 7 OBJECTIVES:**
1. The student will define the literary meaning of the vocabulary pertinent to multicultural novels.
2. The student will analyze and interpret the journey depicted in the adolescent literature studied.
3. The student will compare his/her assumptions/findings about the journey in this novel with other students in class discussions.
4. The student will write essays analyzing the journey in this adolescent novel.

**Thursday, April 16**
**DUE:** Writing Assignment 6

*This Tender Land* and completed discussion pages

**IN CLASS:** Discuss *This Tender Land*
WEEK 14
Tuesday, April 21  DUE:  Continue *This Tender Land*
IN CLASS:  Write academic paragraph #7 on *This Tender Land*

Thursday, April 23  DUE:  Continue *This Tender Land*
                        Academic paragraph #7 on *This Tender Land*
IN CLASS:  Activity for *This Tender Land*

WEEK 15
Tuesday, April 28  DUE:  Discovery Day: Research of Adolescent Novels
IN CLASS:  Present/Discuss adolescent novels found during research
                        Writing Assignment 7 and rubric

UNIT 8: COMPOSITION/RESEARCH

UNIT 8 OBJECTIVES:
1. The student will write an essay that compares and contrasts two of the adolescent novels studied.
2. The student will share his/her writing with others in the classroom for constructive criticism and feedback.

Thursday, April 30  DUE:  Writing Assignment 7
IN CLASS:  Draft of comparison/contrast paper
                        Grouping strategy for feedback on comparison/contrast paper

WEEK 16
Tuesday, May 5  DUE:  A portfolio containing your discussion pages, academic paragraphs, written essays, and activities
IN CLASS:  Continue comparison/contrast paper and turn in

Thursday, May 7  NO CLASS