

# Welcome to English Language 20-2



## Module 3



## CANADIAN CATALOGUING IN PUBLICATION DATA

English Language Arts 20-2  
Instruction Workbook 5  
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<http://www.adlc.ca>

The Internet can be a valuable source of information. However, because publishing to the Internet is neither controlled nor censored, some content may be inaccurate or inappropriate. Students are encouraged to evaluate websites for validity and to consult multiple sources.

# English Language Arts 20-2

## ADLC

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## Module 3 Instruction Workbook 5

## My Place in the World

Module 1

Module 2

Module 3

Module 4

## Instructions for Submitting Instruction Workbooks

1. Submit Instruction Workbooks **regularly** for assessment.
2. Submit only one Instruction Workbook at a time. This allows your marker to provide helpful comments that you can apply to subsequent course work and exams (if applicable).
3. **Check the following** before submitting each Instruction Workbook:
  - Are all assignments complete? Use the Assignment List near the back of the workbook to record your progress as you finish each assignment.
  - Have you edited your work to ensure accuracy of information and details?
  - Have you proofread your work to ensure correct grammar, spelling, and punctuation?
  - Did you complete the Instruction Workbook back cover and attach the correct label?

## Postal Mail

Determine sufficient postage by having the envelope weighed at a post office. (Envelopes less than two centimetres thick receive the most economical rate.)

## Online Submissions

If you intend to submit your workbook electronically, please submit your assignments in the appropriate dropboxes in Moodle and indicate on the back cover of this workbook that you have done so.

## Word-processed Submissions

If you intend to attach word-processed pages, use 12 pt. Times New Roman font and double space. Please staple the pages into the workbook where the assignment would have been written. Do not attach them at the end of the workbook. Ensure your name appears on each attached page.

## Quick Response (QR) Codes

Throughout the Instruction Workbooks, QR codes allow you to visit related websites and tutorials using a mobile device if you wish.



## Tutorials

Throughout the Instruction Workbooks, you will be instructed to view tutorials on the online course. To access your course is easy!

1. Go to [adlc.ca](http://adlc.ca) and click on the login link at the top of the page.
2. You will be taken to the login page. Select the SIS tab.
3. Enter the username and password you received in your registration e-mail. Contact your lead teacher if you have lost this e-mail.
4. Select English 20-2 from the list of courses on your Dashboard.
5. Go to the Course Introduction for access to the Online Course Tools.

# English Language Arts 20-2

## Module 3, Instruction Workbook 5

### Advice

Your success in this course is determined by your proficiency in the assignments of each workbook. Your responses to assignments indicate the extent of your attainment of outcomes established by Alberta Education.

- Before responding to the assignments, read all relevant directions in the course materials, including the appropriate Instruction Workbook, textbooks, and other resources.
- When you encounter difficulties, reread the directions and review assignment exemplars provided in the Instruction Workbook.
- If you require further clarification, contact your Alberta Distance Learning Centre teacher for assistance by phone, e-mail, video-conference, or instant message.

### What is Plagiarism?

Plagiarism is presenting someone else's ideas as one's own. Plagiarism occurs when information is inserted into an assignment without proper credit to the person who wrote it. Students who plagiarize might use phrases, sentences, paragraphs, or writings of others without proper citation, or they might state as their own some ideas or theories that others have created.

Students plagiarize for various reasons. Sometimes students plagiarize because they do not know how to give credit properly. Stress is also a common reason. Students may struggle with assignments, feeling the pressure to succeed. Many students are challenged by busy schedules, as they juggle among commitments to family, friends, work, sports, and other extracurricular activities. Academic integrity, a strong work ethic, and time management skills help students succeed.

**Plagiarism is a criminal offence under copyright laws.**

Regardless of the reason for it, plagiarism carries serious consequences. Students caught plagiarizing may receive a mark of zero on the assignment or they may be removed from the course.

## How Do I Avoid Plagiarism?

- Manage your time effectively. Your teacher can help you set a schedule that will help you meet your individual goals for the course.
- Acknowledge your sources. Use the techniques provided in the course to help you collect information appropriately, including bibliography and in-text notation or footnotes.

**Ask for help early!**

**Avoid plagiarism** by acknowledging all sources you use. Contact your teacher if you are uncertain of how to document sources.

Although you are encouraged to work collaboratively and discuss various aspects of this course with others, **all submitted work must be your own.**

## Our Pledge to Students

Alberta Distance Learning Centre is committed to helping students achieve their educational goals. We look forward to assisting students who are sincere in their desire to learn. Students may contact their course teacher(s) by phone, e-mail, fax, postal mail, or in person at an Alberta Distance Learning Centre office. Methods of communication such as SMS, videoconference, digital conference (Skype or FaceTime), or instant messaging must be discussed with teachers independently.

### **Barrhead**

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Fax: 403-290-0978

### **Lethbridge**

Professional Building  
712 - 4th Avenue South  
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Phone: 403-327-2160  
Toll-free: 1-866-774-5333, ext. 6300  
Fax: 403-327-2710

## Essential Information

Each Instruction Workbook contains both instructions and the space you need to submit your assignments. Complete each task in order, reading and following instructions carefully. When you have completed the entire workbook, submit it for assessment.

English 20-2 has eight Instruction Workbooks in four modules. This course is worth five Alberta high school credits and should take you approximately 125 hours to complete. Contact your teacher to assist you to set a timeline to suit your goals for course completion.

Self-Assessments occur throughout the course to help you review and to reinforce important course content. They are open book, which means you can use your course materials to help you answer the questions.

This course has two exams. Both require supervision. Contact your teacher to make arrangements to write these exams when you are ready to do so.

The Instruction Workbooks and exams are weighted as follows:

Instruction Workbook	Genres	Duration (weeks)	Weighting
<b>Module 1: My Voice</b>			
Instruction Workbook 1	Essays and Non-Fiction	1	3%
Instruction Workbook 2	Visuals and Poetry	2	5%
<b>Module 2: Truth Uncovered</b>			
Instruction Workbook 3	Visuals, Short Stories, and Poetry	2	7%
Instruction Workbook 4	Visuals and Non-Fiction	2	10%
<b>Exam One (supervised)</b>	Summative Assessment	2 hours	15%
<b>Module 3: My Place in the World</b>			
Instruction Workbook 5	Graphic Novel	2.5	5%
Instruction Workbook 6	Novel	2.5	10%
<b>Module 4: The Distance from Here</b>			
Instruction Workbook 7	Short Stories and Business Writing	2	10%
Instruction Workbook 8	Drama and Film Study	2	10%
<b>Exam Two (supervised)</b>	Summative Assessment	2.5 hours	25%
<b>TOTAL</b>		<b>16 weeks</b>	<b>100%</b>

**Note: Exam 1** is a summative assessment of your work in Instruction Workbooks 1 to 4. **Exam 2** is a summative assessment of your work in Instruction Workbooks 5 to 8. Should you score less than 40% on either of these exams, you will be required to write an appeal exam. Should you score less than 40% on your appeal exam, the original exam mark will count as your mark for the half of the course assessed by that exam.

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## 5.1 Graphic Novel Quiz

Complete each of the quiz sections below.

### /19 marks Part 1. Matching (1 mark each)

- |                      |                     |
|----------------------|---------------------|
| A. Typeface          | K. Atmosphere       |
| B. shot angles       | L. Low-angle-shot   |
| C. Character         | M. Long shots       |
| D. Protagonist       | N. Mood             |
| E. Static characters | O. Gutter           |
| F. Flashbacks        | P. “birds-eye-view” |
| G. High-angle shot   | Q. antagonist       |
| H. Texture           | R. Close-up shots   |
| I. Panel/frame       | S. Mid-ground shots |
| J. composition       |                     |

- \_\_\_\_\_ 1. The interruption or “magic space” between frames in a graphic novel where the reader’s imagination and interpretive skills are put to work.
- \_\_\_\_\_ 2. Refers to the appearance or design of lettering—and a lot of thought goes into this!
- \_\_\_\_\_ 3. Subjects are framed closely to emphasize emotions, physical communication or relationships.
- \_\_\_\_\_ 4. The point of view or position a visual artists chooses to capture an image.
- \_\_\_\_\_ 5. The description of the psychological or physical environment a character is in. Influences the mood of the character.
- \_\_\_\_\_ 6. A novel, graphic novel or short story always has at least one of these. There are many different types.
- \_\_\_\_\_ 7. Illustrate the progression of a story in the order they’re read, showing events, characters, actions and time lapses.
- \_\_\_\_\_ 8. The character who has a goal to accomplish in the storyline. Their growth is the focus of the story. Often referred to as round or dynamic characters.
- \_\_\_\_\_ 9. An element that can add complexity, sensory detail and depth to the appearance of a frame.
- \_\_\_\_\_ 10. These characters are uncomplicated and usually serve a single purpose or role. They don’t change.
- \_\_\_\_\_ 11. Shots taken from a distance to encompass the entire subject and background area to describe setting and the character’s relation to it.

- \_\_\_\_\_ 12. This viewpoint makes the biggest and mightiest object look small and fragile.
- \_\_\_\_\_ 13. The emotion a character feels or experiences because of their surroundings or atmosphere.
- \_\_\_\_\_ 14. This occurs when the text brings the viewer or reader “back” in time to revisit a certain time period, experience or incident important to the storyline.
- \_\_\_\_\_ 15. This shot gives an idea of common ground or equality between the subject and the viewer. Draws attention to conflict or body language.
- \_\_\_\_\_ 16. Through arrangement of details, this concept ensures a visual image is well balanced, clear and easily understood. Also reveals mood and atmosphere.
- \_\_\_\_\_ 17. Shots used to capture large numbers of objects in a frame, for an “all-seeing” or condescending view.
- \_\_\_\_\_ 18. The character or force that opposes the protagonist or causes conflict.
- \_\_\_\_\_ 19. Shots used to give the subject a sense of power or immense size.

## Part II. Short Answer

Use the image below to answer the 3 questions that follow. The protagonist here is Lou, the old man.



Source: *Essex County: Book II Ghost Stories* by Jeff Lemire

- /5 marks      20. Using your understanding of the frames presented above, identify at least **two conflicts revealed by the visual details** and **two conflicts revealed by the dialogue**.

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**/6 marks**    21. List and explain 3 significant visual elements at work in the six frames.

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**/3 marks**    22. Describe what the dialogue informs you about each character featured here.

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**Part III. Fill in the Blank**

- /3 marks** 23. The **three** sections within a frame that must be considered when thinking about the composition of the frame are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- /2 marks** 24. Vertical lines can contribute an idea of \_\_\_\_\_ or \_\_\_\_\_ to the composition of a frame.
- /2 marks** 25. Diagonal lines can pull the viewer's eye through an image and give the illusion of \_\_\_\_\_ or \_\_\_\_\_.
- /3 marks** 26. Horizontal lines give a sense of \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
- /2 marks** 27. A different use of line in comics (and frequently manga) is when it is used to convey \_\_\_\_\_ of characters. These markings are called \_\_\_\_\_.



**Part IV. Short Answers**

**/6 marks**     28.    What is the difference between a speech bubble and a thought bubble? Why is it important to include both for a character in a graphic novel? Give an example, either out of your graphic novel or a comic you find online, to act as support for your explanation.

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**/1 mark**     29.    How are atmosphere and mood achieved in:

a.    Graphic novels:

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**/1 mark**     b.    Novels and Short Stories

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**/1 mark**     c.    Movies/Films:

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**Total Quiz marks:     /54 marks**

# Graphic Novel Showcase

## Assignment Instructions

Take this time to experiment with the medium of comic creation on your own. Consider all the elements of story that you now know are required to create comics and graphic novels, and create your own brief visual story, comic, or piece of graphic art.

1. Choose one of the following templates or browser programs to create and assemble your chosen text:

### Templates:

My Comic: Profile Option 1 (<http://bit.ly/2buTtJy>)  
My Comic: Profile Option 2 (<http://bit.ly/2bMe0v9>)  
My Comic: Profile Option 3 (<http://bit.ly/2bmnIci>)  
My Comic: Profile Option 4 (<http://bit.ly/2bMdVI7>)  
My Comic: Profile Option 5 (<http://bit.ly/2bG7MOK>)  
My Comic: Profile Option 6 (<http://bit.ly/2blGnwp>)

### Programs:

Pixton ([www.pixton.com](http://www.pixton.com))  
Super Action Comic Maker (<http://www.artisancam.org.uk/flashappssuperactioncomicmaker/>)  
Bit Strips ([www.bitstrips.com](http://www.bitstrips.com))  
Strip Generator (<http://stripgenerator.com/>)  
Comic Master (<http://www.comicmaster.org.uk/>)

2. Post your created work in the discussion board postings in the “Student Showcase” located in the discussion boards in the online Moodle course. Look at the submissions of other students and comment on what they have created. Keep comments polite and appropriate.

**This assignment is an OPTIONAL activity and not for marks.**



## 5.2 Hot Topic

### Assignment Instructions

To gain understanding of a theme in your chosen graphic novel, investigate one “hot topic” from the list on the following page.

1. Research: Investigate one topic you are least familiar with in the space provided on the following pages.
  - a. Complete research for your topic by using three different reputable sources and recording your research information in the space provided.
  - b. Cite information about the sources you use for research in the space provided.
2. Complete the essay planning organizer (using point-form) for a 5 paragraph essay on your topic by filling in the planning sheets on [pages 31–32](#).
3. Referring to your planning organizer, write your complete short essay on [pages 33–34](#).

**Submit** your polished work in this workbook or to the **5.2 Hot Topic** dropbox.



**Assessment: Review** the rubric on [page 35](#) to see how your work will be assessed.

### EXTRA HELP

1. **View Tyrone’s 5.2 Hot Topic** assignment and assessment in the [Appendix](#) on [page 63](#).



## Hot Topics

<i><b>American-Born Chinese</b></i> by Gene Luen Yang	<i><b>Book 2: Ghost Stories</b></i> by Jeff Lemire	<i><b>How I Made it to Eighteen</b></i> by Tracy White
racism and racial stereotypes	dementia or Alzheimers	eating disorders
discovering identity	alcoholism or other substance abuse	
social or culture based alienation	effects of isolation and loneliness	depression or other mental illnesses
bullying	family feuds or dysfunction	unhealthy personal relationships (friendships or otherwise)
self-acceptance	disabilities (loss of hearing, paraplegia, etc.)	negative self-perception
bi-racial relationships	sibling betrayal	mental health
laughing at assumptions about others	aging	self-harm
importance of a positive outlook		
significance of hope		
healthy role models		
healthy relationships		



## 5.2 Hot Topic

Provide an informative overview of your chosen topic by answering the following questions. Use detailed, point-form notes of information from various sources.

The topic I chose is:

### Research

**Article 1 Title:**

**Source:**

**Article 2 Title:**

**Source:**

**Article 3 Title:**

**Source:**



## 5.2 Hot Topic (continued)

### Five-Paragraph Essay Planning

#### Paragraph 1: Introduction

- Statement of theme (what message is the graphic novel conveying about your topic?):

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#### Paragraph 2: Research

- Which of your three articles will you be discussing?

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- What are some of the key ideas on the topic from your article?

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#### Paragraph 3: Graphic Novel

- How is the topic explored in your graphic novel? Provide details about the characters, events, and theme.

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**Paragraph 4: Personal Experience**

- Have you experienced something firsthand that is related to the topic? Has anyone you know experienced something similar? What have you read or watched that is relevant?

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**Paragraph 5: Conclusion**

- How can you restate your statement of theme without using the same words?

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- What is a strong ending statement you might use? You could end with a rhetorical question, a quotation, or a hook.

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## Five-Paragraph Essay







Write your polished response below. Use the work from your planner in previous pages.

[illegible]

Five-Paragraph Essay (continued)

Lined area for writing the Five-Paragraph Essay.

## 5.2 Hot Topic Assessment

Value	Ideas and Support	Presentation
 <b>Excellent</b>	<input type="checkbox"/> Your <b>ideas</b> are <i>perceptive</i> . <input type="checkbox"/> You provide <i>varied, purposefully chosen</i> <b>support</b> .	<input type="checkbox"/> You use <i>frequently effective</i> <b>words</b> and <b>structures</b> , resulting in a <i>unique</i> voice. <input type="checkbox"/> Your presentation is <i>skillfully</i> <b>organized</b> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>impressive</i> evidence of <b>editing</b> and <b>revision</b> .
 <b>Proficient</b>	<input type="checkbox"/> Your <b>ideas</b> are <i>well-considered</i> . <input type="checkbox"/> You provide <i>significant</i> <b>support</b> .	<input type="checkbox"/> You use <i>effective</i> <b>words</b> and <b>structures</b> , resulting in a <i>confident</i> voice. <input type="checkbox"/> Your presentation is <i>effectively</i> <b>organized</b> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>substantial</i> evidence of <b>editing</b> and <b>revision</b> .
 <b>Satisfactory</b>	<input type="checkbox"/> Your <b>ideas</b> are <i>appropriate</i> . <input type="checkbox"/> You provide <i>adequate</i> <b>support</b> .	<input type="checkbox"/> You use <i>occasionally</i> effective <b>words</b> and <b>structures</b> , resulting in an <i>ordinary</i> voice. <input type="checkbox"/> Your presentation is <i>reasonably</i> <b>organized</b> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>appropriate</i> evidence of <b>editing</b> and <b>revision</b> .
 <b>Limited</b>	<input type="checkbox"/> Your <b>ideas</b> are <i>vague</i> or <i>undeveloped</i> . <input type="checkbox"/> You provide <i>insufficient</i> or <i>irrelevant</i> <b>support</b> .	<input type="checkbox"/> You use <i>limited</i> or <i>ineffective</i> <b>words</b> and <b>structures</b> , resulting in an <i>inconsistent</i> voice. <input type="checkbox"/> Your presentation <i>lacks</i> <b>organization</b> (introduction, middle, conclusion). <input type="checkbox"/> Your work shows <i>little</i> or <i>no</i> evidence of <b>editing</b> and <b>revision</b> .
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL:</b> /30 =       %	/15	/15
 <b>Assessment</b>	<b>Areas of strength:</b>	
	<b>Might I suggest . . .</b>	



## 5.3 Tracing Understanding

### Assignment Instructions

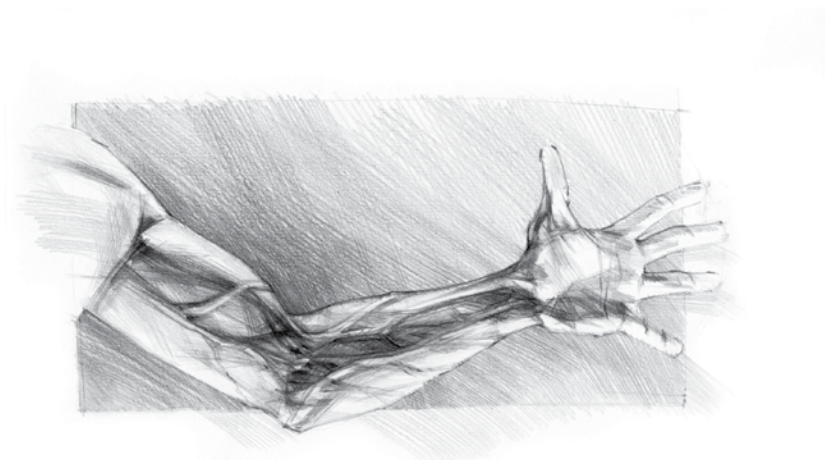
At this point in the course, you should have read at least half your chosen graphic novel. You will analyze a set of frames from your chosen graphic novel to understand key visual elements and the theme.

1. **Choose** one group of frames from the list in **Extra Help**. These images are significant to key elements and themes in your chosen graphic novel.
2. **Find** the corresponding annotation page for your chosen frames in **pages 39-45**. You will use this page for the analysis in your assignment.
3. **Analyze** and explain the significance of various elements in the frame(s) making clear notes over and around the frames.
4. **Complete** a “**What? So What? Now What?**” chart for close reading to submit with your annotated image.
5. **Discuss** your understanding of theme in a paragraph in the “**So What**” and “**Now What?**” sections of your chart.

**Submit** your **5.3 Tracing Understanding Annotations** and the **5.3 “What? So What? Now What?”** chart worksheets for assessment.



**Assessment: Review** the rubric on **page 48** to see how your work will be assessed.



## EXTRA HELP

1. **Choose one** group of frames from your chosen graphic novel. These images are significant to key elements and themes in the graphic novel.

<i><b>American-Born Chinese</b></i> by Gene Luen Yang	<i><b>Book 2: Ghost Stories</b></i> by Jeff Lemire	<i><b>How I Made it to Eighteen</b></i> by Tracy White
p. 193-194	p. 133	p. 60
p. 211-213	p. 229	p. 141
	p. 230	

2. Explain the significance of various visual elements in the image(s) by making notes over and around the frames.
3. Answer any close-reading questions you have about your annotated image, using a different colour. Call your teacher if you need help with this!
4. Analyze elements in your chosen graphic novel to discover theme and how it relates to the world around us. Take the following steps:
  - a. Complete a **“What? So What? Now What?”** chart.
5. In the “So What?” section, discuss (in a paragraph) information you discovered in the image to answer these three questions:
  - a. How can you relate to ideas in this image with your own experiences? If you cannot relate, Identify other texts in which you saw similar ideas and explain the similarity.
  - b. How are the author's ideas demonstrated in the world today?
  - c. Which visual element was particularly effective in your images? Explain how this element was effective in contributing to the theme.
6. View **Karinn's 5.3 Tracing Understanding** assignment and assessment on [page 67](#) of the [Appendix](#).

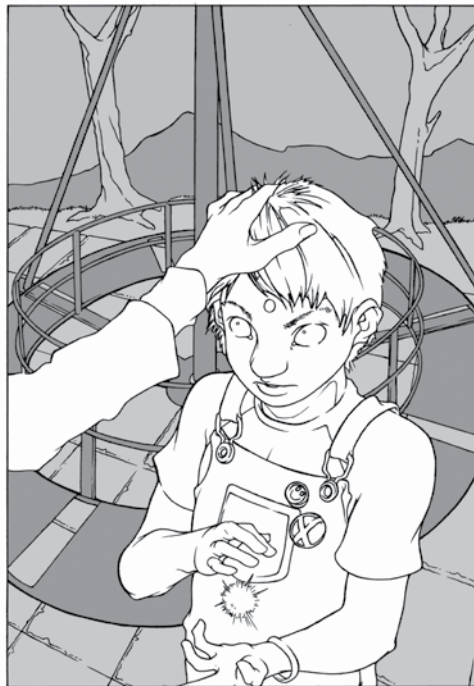
## EXTRA CHALLENGE

**Typeface** is the formal name for “fonts”. Typeface or typography always refers to the appearance or design of lettering—and extensive thought goes into this! If you are interested in seeing or using or even designing your own typeface, check [www.dafont.com](http://www.dafont.com).

Typeface like this gives a different impression about a character than typeface like this, especially when you see changes in typeface for the dialogue of certain characters.

Graphic novels emphasize visual and textual properties of a story through written sound effects, dialogue, changes in **typeface** to imply various “voices”, and careful attention to texture or sensory experiences in the art presented. For this extra challenge, substitute **one** of the following suggestions for the “Now What?” paragraph:

- a. Assemble a musical soundtrack for your graphic novel consisting of 10 songs.
  - List the song title and artist’s name for each song.
  - Write a sentence to explain where you would place it and why.
- b. Replicate one frame of your graphic novel in a photographic image.
  - Explain your decisions about composition in consideration of events in the graphic novel.
- c. Design an interesting project focusing on sensory impressions. Contact your teacher to discuss details and gain approval.



## Frame Sheets

### 5.3 Tracing Understanding panel option from *How I Made it To 18* by Tracy White (p. 60)

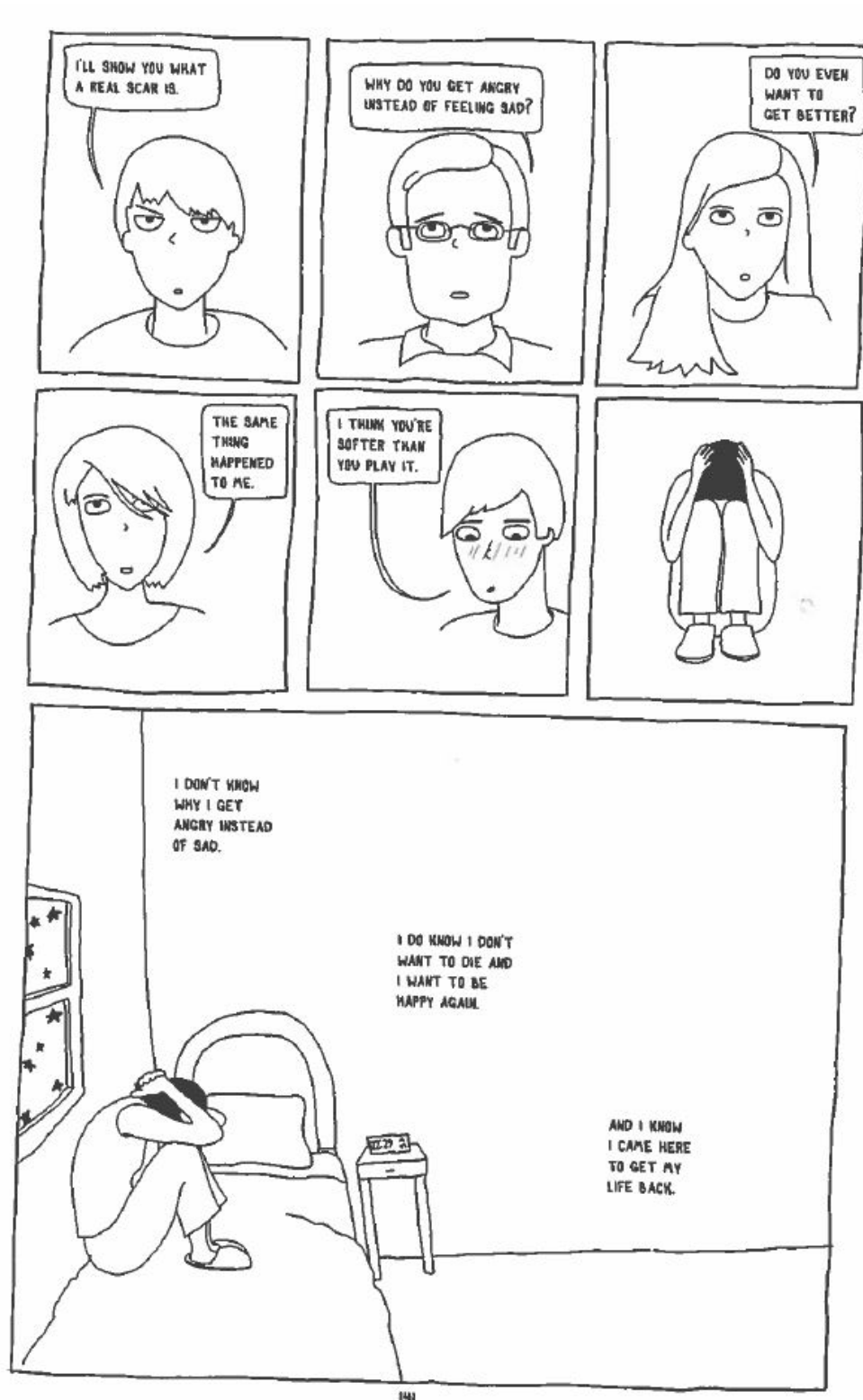
Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.



## Frame Sheets (continued)

5.3 Tracing Understanding panel option from *How I Made it To 18* by Tracy White (p. 141)

Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.





## Frame Sheets (continued)

5.3 Tracing Understanding panel option from *American Born Chinese* by Gene Luen Yang (p. 193-194)

Use the frames below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.



## Frame Sheets (continued)

### 5.3 Tracing Understanding panel option from *American Born Chinese* by Gene Luen Yang (p. 211-213)

Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.





## Frame Sheets (continued)

5.3 Tracing Understanding panel option from *Essex County: Ghost Stories* by Jeff Lemire (p. 133)

Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.



## Frame Sheets (continued)

5.3 Tracing Understanding panel option from *Essex County: Ghost Stories* by Jeff Lemire (p. 229)

Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.



## Frame Sheets (continued)

### 5.3 Tracing Understanding panel option from *Essex County: Ghost Stories* by Jeff Lemire (p. 307)

Use the frame below to note your understandings of the visual elements (annotate) and analyze the themes of your graphic novel.



## What? So What? Now What?







<p><b>What</b></p> <ul style="list-style-type: none"> <li>• details</li> <li>• events</li> <li>• effects</li> <li>• ideas</li> </ul>	<p>Consider the <b>text</b>:</p> <ul style="list-style-type: none"> <li>• <b>What details and ideas are significant in this text?</b></li> <li>• <b>What ideas do you get from key elements of this text?</b></li> <li>• <b>What effects specific to this text support ideas?</b></li> <li>• <b>What is the text creator's message about humanity?</b> <ul style="list-style-type: none"> <li>– <i>You can apply this to a section or the entire text.</i></li> </ul> </li> </ul>
<p><b>So What?</b></p> <ul style="list-style-type: none"> <li>• personal connection</li> <li>• different perspective</li> </ul>	<p>Explore relevance of the text to <b>you</b>:</p> <ul style="list-style-type: none"> <li>• How do you relate personally to ideas in this text, or how has this text affected you? <ul style="list-style-type: none"> <li>– <i>What memories or experiences did this text trigger?</i></li> <li>– <i>What connection did you make with experiences of people you know?</i></li> <li>– <i>What connection did you make with other texts?</i></li> </ul> </li> </ul>

## What? So What? Now What? (continued)

<p>Now What?</p> <ul style="list-style-type: none"><li>• societal connection</li><li>• universal effect</li></ul>	<p>Explore relevance of the text to <b>society</b> or the <b>world</b>:</p> <ul style="list-style-type: none"><li>• <b>How are the author's ideas relevant in the world today?</b> Discuss this in a paragraph format<ul style="list-style-type: none"><li>– <i>How are these ideas unfolding in the world around us?</i></li><li>– <i>Where are they occurring? When? Why?</i></li></ul></li><li>• <b>Are the issues important to all people?</b><ul style="list-style-type: none"><li>– <i>If so, in what way are they important?</i></li><li>– <i>Who may be affected by these issues?</i></li></ul></li></ul>
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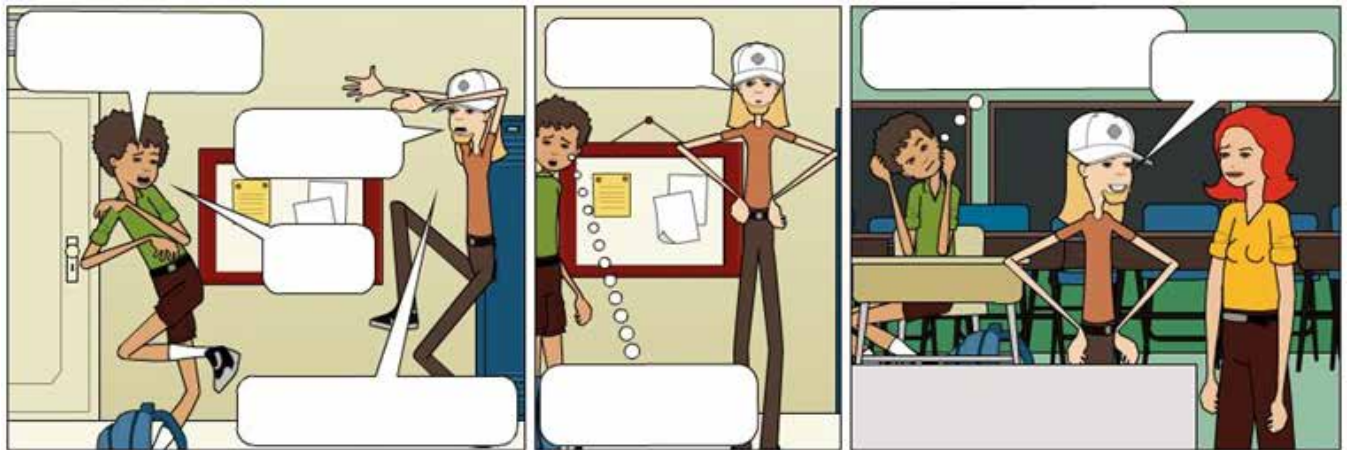


### 5.3 Tracing Understanding Assessment

Value	Tracing Notes and Observations	“So What? Now What?” Paragraphs
 <b>Excellent</b>	<input type="checkbox"/> Your notes for each frame are <i>thorough</i> and demonstrate <i>insightful</i> understanding of <b>story elements</b> and <b>visual effects</b> communicating theme.  <input type="checkbox"/> Your <b>inquiry</b> questions and answers demonstrate <i>impressive</i> learning skills.	<input type="checkbox"/> You provide <i>perceptive</i> ideas with <i>precise</i> support about <b>theme</b> in the graphic novel studied.  <input type="checkbox"/> You present a <i>logical</i> idea about relevance of the author's theme in the <b>world today</b> .  <input type="checkbox"/> You use <i>frequently effective</i> <b>words, sentence structure, and grammar</b> .
 <b>Proficient</b>	<input type="checkbox"/> Your notes for each frame are <i>detailed</i> and demonstrate <i>thoughtful</i> understanding of <b>story elements</b> and <b>visual effects</b> communicating theme.  <input type="checkbox"/> Your <b>inquiry</b> questions and answers demonstrate <i>effective</i> learning skills.	<input type="checkbox"/> You provide <i>thoughtful</i> ideas with <i>convincing</i> support about <b>theme</b> in the graphic novel studied.  <input type="checkbox"/> You present an <i>appropriate</i> idea about relevance of the author's theme in the <b>world today</b> .  <input type="checkbox"/> You use <i>effective</i> <b>words, sentence structure, and grammar</b> .
 <b>Satisfactory</b>	<input type="checkbox"/> Your notes for each frame are general and demonstrate basic understanding of <b>story elements</b> and <b>visual effects</b> communicating theme.  <input type="checkbox"/> Your <b>inquiry</b> questions and answers demonstrate <i>adequate</i> learning skills.	<input type="checkbox"/> You provide <i>appropriate</i> ideas with <i>adequate</i> support about <b>theme</b> in the graphic novel studied.  <input type="checkbox"/> You present a <i>general</i> idea about relevance of the author's theme in the <b>world today</b> .  <input type="checkbox"/> You use <i>basic</i> <b>words, sentence structure, and grammar</b> .
 <b>Limited</b>	<input type="checkbox"/> Your notes for each frame are <i>incomplete</i> and demonstrate <i>weak or confused</i> understanding of <b>story elements</b> and <b>visual effects</b> communicating theme.  <input type="checkbox"/> Your <b>inquiry</b> questions and answers demonstrate <i>superficial</i> learning skills.	<input type="checkbox"/> You provide <i>questionable</i> ideas with <i>incomplete</i> support about <b>theme</b> in the graphic novel studied.  <input type="checkbox"/> You present an <i>undeveloped</i> idea about relevance of the author's theme in the <b>world today</b> .  <input type="checkbox"/> You use <i>frequently ineffective</i> <b>words, sentence structure, and grammar</b> .
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL:</b> /30 = %	/15	/15
 <b>Assessment</b>	<b>Areas of strength:</b>	
	<b>Might I suggest . . .</b>	

## Graphic Novel Showcase

Title:





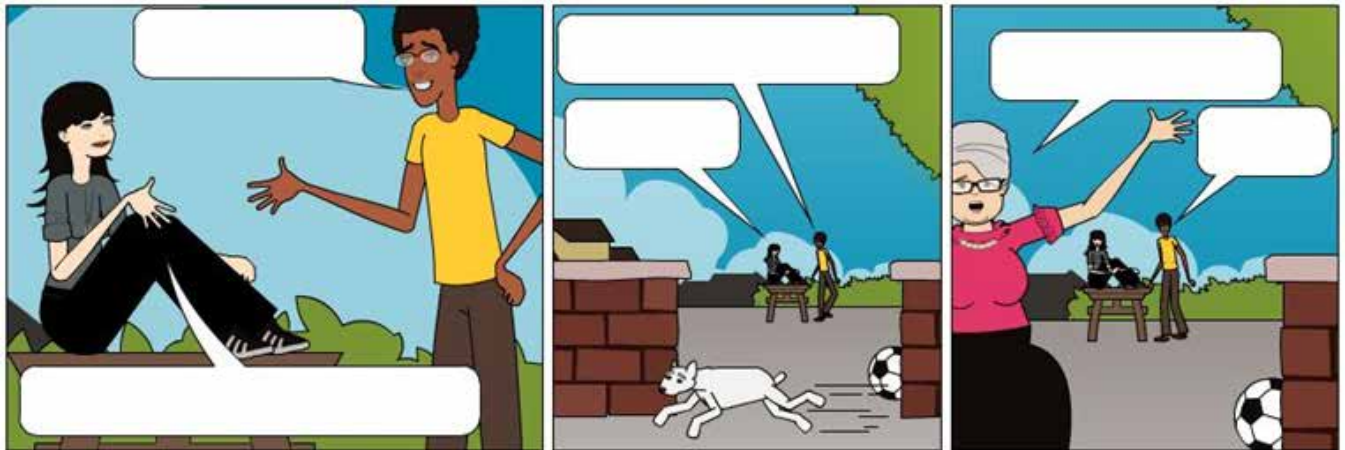
## Graphic Novel Showcase

Title:



## Graphic Novel Showcase

Title:





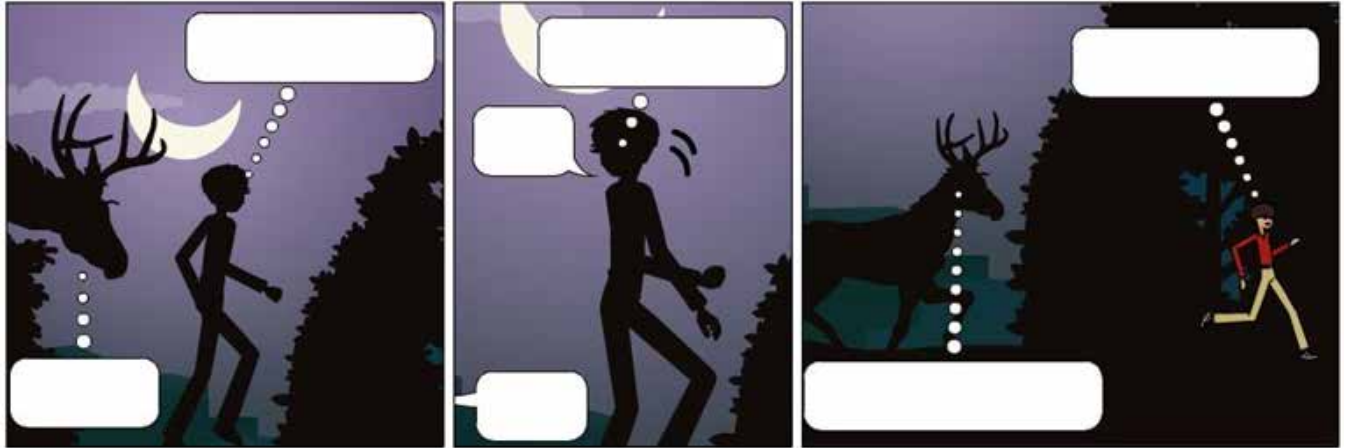
## Graphic Novel Showcase

Title:



## Graphic Novel Showcase

Title:



Graphic Novel Showcase

Title:
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## Module 2: Instruction Workbook 5

### Assignment List

Student Checklist ✓	Assignment Name	Score	Percentage %	Submitted to Moodle ✓
	5.1 Graphic Novel Quiz	/54		
	5.2 Hot Topic	/30		
	5.3 Tracing Understanding	/30		
	<b>TOTAL</b>	/114		

### Formative Assessment

#### *Student Work: Draft*

Pages marked **Student Work: Draft** in the border are not assessed formally. Please provide feedback to the student based on his or her submission.

#### *Student Work: Planning*

Pages marked **Student Work: Planning** in the border are not assessed formally unless it is stated in the assignment. Please provide feedback to the student based on his or her submission.

#### *Student Work: Self-Assessment*

Pages marked **Student Work: Self-Assessment** in the border are not assessed formally. Please provide feedback to the student based on his or her submission and direct the student to the answer key in the Appendix when appropriate.

### Summative Assessment

#### *Student Work:*

Pages marked **Student Work** in the border are assessed formally. Please use the descriptors in the rubric provided to assess the student's submission. These descriptors should be the focus of the comments you provide. Please indicate where the student has been successful, and identify an area of growth in the Assessment section of the rubric. Use the exemplar and accompanying rubric to guide your assessment.

Record the student's mark on the Assignment List and on back cover of the workbook.



# Instruction Workbook 5

Student's Questions and Comments

<b>FOR STUDENT USE ONLY</b>
(if label is missing or incorrect)
<b>File Number:</b>
_____

FOR ADLC USE ONLY	
Assigned to	_____
Marked by	_____
Date received	_____

# Apply Assignment Label Here

Name

Address

City/Town

Province

Postal Code

Please use the pre-printed label for this course and Assignment Workbook.

Summary		
	Submitted in Print	Submitted in Moodle
W5—5.1 Graphic Novel Quiz		
W5—5.2 Hot Topic		
W5—5.3 Tracing Understanding		
<b>Total Lessons: 3</b>		

<b>Teacher's Comments:</b>	
	<hr/> <b>Teacher's Signature</b>