

**Lakewood City Schools**  
**Course of Study for Contemporary Reading Skills**  
**Revised: 2011**

**Course Overview** – The Contemporary Reading Skills class is a one-semester senior elective course focusing on reading and literacy skills needed after high school. Throughout the first quarter, students will focus their efforts on novels, poetry, memoirs and a variety of other texts. Throughout the second quarter, students will shift their focus to visual literacy to add a new dimension to their understanding of literacy. There are OGT preparation sections of this class with larger numbers of seniors who still need to pass the OGT in Reading and Writing.

**Quarter 1 – Traditional Literacy**

A main focus in the first quarter of this class will be on literacy in a traditional sense. At the onset of the class, students will discuss literacy and its different modes and functions. Students will explore the different genres of literature including non-fiction, fiction, poetry, plays, graphic novel, memoir, etc. Students may be asked to take several assessments from Plato to prepare for the OGT. In this quarter, however, students will be asked to read one full-length work and prepare a presentation discussing various aspects of the novel that reflect their text skills and abilities.

**Quarter 2 – “New Age” Literacy**

A main focus in the second quarter of this class will be on “new age” literacy. Students will be asked to analyze how reading skills are used when viewing images, watching movies, playing video games, listening to music, and other different activities. Students will be asked to challenge their existing beliefs of literacy; they will question what they already believe and formulate new beliefs. At the end of this quarter, students will be asked to prepare a “Reader’s Autobiography” that may serve as their final exam and will reflect their learning throughout the two semesters of the class.

## Lakewood High School Contemporary Reading Skills Curriculum

	<b>THEME / ESSENTIAL QUESTIONS</b>	<b>TEXTS</b>	<b>ACTIVITIES</b>	<b>STANDARDS</b>
<p><b>1<sup>st</sup> Quarter</b></p> <p><b>**New/other texts and different activities can be substituted at the discretion of the teacher. Remember, this course focuses on contemporary reading materials.</b></p>	<p><b>Literacy, in a traditional sense...</b></p> <p>For three years of high school students have torn apart literature and analyzed the important things found within. In this first quarter, we want the students to work with those skills but work with them from a different lens. We, as an overarching goal, want them to challenge their existing beliefs of literacy. So, in order to do that, we must first discuss the beliefs they currently hold.</p> <p>What is literacy? Why are we doing this? What are our current views on reading? Why are they different?</p> <p>At the end of this quarter, we will begin discussing literacy with a "new age" focus.</p>	<p><b>(3-4 weeks)</b> Genre Review: Poetry (Spoken word vs. "traditional") Short Story Novel (fiction) Graphic Novel Non-fiction (memoir)</p> <p><b>(5-6 weeks)</b> Full-length Work: <i>A Heartbreaking Work of Staggering Genius</i>  <i>Finding Fish</i>  <i>Freedom Writer's Diary</i></p> <p>(The above books can be found in the supplemental book room.)</p>	<p>(Teachers can choose materials to use as examples for each genre.)</p> <p>Lit-Circles (Student led reading groups discussing various aspects of the novels they are reading – Groups include analysis and discussion. Lit-circle materials are available on the English Server.)</p> <p>*Upon completion of full-length work, students will write a personal Memoir. (Follow the Writing Process)</p>	<p>(To be aligned to the <u>Ohio Core Content Standards</u>)</p>

<p><b>2<sup>nd</sup> Quarter</b></p> <p><b>**New/other texts and different activities can be substituted at the discretion of the teacher. Remember, this course focuses on contemporary reading materials.</b></p>	<p><b>Literacy of the “new age”</b></p> <p>As students leave Lakewood High and enter the real world or go on to college, they will be experiencing literacy in new ways. Though they will forever experience literature in a written format, we want to focus their attentions to literacy beyond the written text.</p> <p>How do you “read” while watching film? How do you use literacy skills while playing video games? How does “reading” take place while viewing images or listening to music?</p> <p>These questions can be answered every day of a student’s life.</p>	<p><b>(3-4 weeks)</b> <b>Film:</b> Citizen Kane</p> <p>Angela’s Ashes (R) (excerpts)</p> <p>Into the Wild (R) (excerpts)</p> <p>Ordinary People</p> <p>Henry V (Branough) vs. Henry V (Olivier)</p> <p>(Teacher choice on adapted film...)</p> <p><b>(2-3 weeks)</b> <b>Music:</b> Hip Hop Rock Acoustic Jazz Classical, Etc.</p> <p><b>(2 weeks)</b> <b>Art/Images:</b> (Teacher Choice)</p>	<p>Film Techniques (Research)</p> <p>Character Analysis Essay</p> <p>Film (excerpts) comparison - technique</p> <p>Create your own song – Using non-traditional instruments? (street performances)</p> <p>Field Trip: Trinity Cathedral or Cleveland Art Museum</p>	<p>(To be aligned to the Ohio Core Content Standards)</p>
---	---	---	---	---

		<p><b>(Optional...)</b>  <b>Video Games:</b>  <b>(discussion of...)</b>  MYST  RIVEN: The Sequel to MYST  Fallout 3  Bioshock  Red Dead Redemption  L.A. Noir</p>	<p>Analysis – What literacy skills do student use while playing these games?</p> <p>(Video Game literacy Articles)</p>	
--	--	---	--	--

**Resources:**

Costanzo, William V. Great Films and How to Teach Them. Illinois: National Council of Teachers of English (NCTE), 2004.

Eleveld, Mark and Smith, Marc. The Spoken Word Revolution (Slam, Hip Hop and the Poetry of a New Generation). Illinois: Sourcebooks, Inc., 2003

Gee, J.P. What Video Games Have to Teach Us about Learning and Literacy. New York: Palgrave/Macmillian, 2003.

Golden, John. Reading in the Dark: Using Film as a Tool in the English Classroom. Illinois: National Council of Teachers of English, 2001.