



**RADNOR TOWNSHIP SCHOOL DISTRICT  
Course Overview**



**Battle of the Books  
Course # 0175**

**General Information**

Credits: 0.5  
Weighted: No  
Prerequisite: N/A

Length: One Semester  
Format: Daily during Semester  
Grade: 9-12

**Course Description**

This is an English elective open to 9-12 grade students. The class emphasizes young adult literature and provides sustained silent reading, modeling of reading strategies, critical analysis, and collaborative group discussions. Students will select from a variety of fiction and nonfiction genres based on the current DCIU Reading Olympics book list.

Students will keep a journal in which they track their reading progress, set reading goals, compile questions, and note thematic connections across texts. Students will keep an ongoing annotated bibliography including short summaries of each piece. Periodically, students will meet in literature circles to discuss meaning, author's style and purpose, and to consider the implications of the author's message. Students will also engage with a variety of digital media tools to demonstrate themes in young adult literature.

**Course Objectives:**

*Students will be able to...*

1. Use strategies before, during and after reading to aid in the construction and enhancement of meaning.
2. Articulate a definition of young adult literature in relation to the total body of literature.
3. Analyze the role of young adult literature in the development of a young adult's world view and the development of a role as a life-long reader.
4. Cite strong and thorough textual evidence to support analysis of fiction and/or non-fiction texts and be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances.
5. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific detail; provide an objective summary of the text.
6. Identify and explain the significance of essential literary elements in novels, poems, and short stories (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view)
7. Engage in informal writing assignments (i.e. reader response, freewriting, focused freewriting, prediction, response journals, dialectical notebook entries, and other pieces of writing).
8. Engage critically and constructively in oral exchanges of ideas (i.e. class discussions, peer group assignments, panel discussions).
9. Deliver a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience.

10. Utilize digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### ***Common Assessments:***

#### **Required Assessments:**

##### Common Course Assessments:

1. Journals using texts from the book list – Scored with a rubric
2. Literature Circles – Small Group Discussion & Individual Notes – Scored with a rubric
3. Oral Book Talk – Small presentation about a selected text – Scored with a rubric
4. Annotated Bibliography – MLA Format
5. (Midterm/Final) Media Project – Students will create a book trailer, a video log, or an infographic outlining a literary element or theme across two texts. – Scored with a rubric

### ***Major Units of Study:***

Unit 1 – YA Literature and its Relevancy to Today's Teen Readers

Unit 2 – Coming of Age: Searching for Identity

Unit 3 – Challenges of Prejudice and Acceptance

Unit 4 – Moving from Helplessness to Resilience

### ***Materials & Texts***

#### **Required Texts and Resources:**

##### Common Course Texts and Resources:

- Students will read a minimum of four books from the DCIU Reading Olympics High School Booklist (<http://www.dciu.org/cms/lib04/PA28000298/Centricity/Domain/39/2014HSBooklist.pdf>)

#### **Supplemental Texts and Resources (use may vary):**

- Articles from the Journal of Adult and Adolescent Literacy (JAAL)
- Additional articles from literary sources (NCTE, YALSA, ALA)

### ***Summer Assignment***

There is no summer assignment for this course.