

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

- Name of Course or Activity Comics & Graphic Novels Storytelling
School FRMS Department Elective
- Check One: Change in old course New Course
- Implementation Dates: Begin Fall 2026 End _____
(if short term)
- Target Group: 7th/8th grade elective
- Course Description: Attach the completed "Planned Course Statement".
- Rationale: (What problem or need will this proposal resolve? How will this goals be accomplished? Use additional pages if necessary.)

See attachment.

7. Budget Estimate:

	Amount	Explanation
Personnel	_____	<u>At this time no</u>
Supplies	_____	<u>budgetary needs have been</u>
Equipment	_____	<u>identified. If they do</u>
Travel	_____	<u>exist, FRMS has a fund</u>
Other	_____	<u>for elective supplies.</u>
Total:	_____	

Initiator(s) Carra Piccolo Position Science Teacher
School Fern Ridge Middle School Date 2-25-26

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Comics and Graphic Novels Elective

INITIATOR: G. Piccolo

1. Submitted to: Michelle Marshall Date: _____
(Curriculum Associate)

Signature: Michelle Marshall Date: 3/5/26

2. Submitted to: Olivia Johnson Date: 2/25/26
(Supervising Administrator)

Signature: _____ Date: _____

3. Submitted to: _____ Date: _____
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending
Supt. approval & School Board approval

Signature: Michelle Marshall Date: 3/5/26

4. Submitted to: Gary Carpenter
(Superintendent)

Final action taken: Implementation as submitted is authorized
 Implementation with specified modification is authorized
 Implementation is not authorized

Explanation: _____

Signature: [Signature] Date: 3-6-26

Proposed Elective: Comics & Graphic Novel Storytelling

Instructor: Garren Piccolo

Length: One Semester (50 minutes daily except on Wednesday's)

Course Overview

Comics & Graphic Novel Storytelling is a semester-long elective in which students explore comics as a literary and artistic medium. Students will analyze graphic novels, examine how visual and written elements work together to communicate meaning, and create their own original comic projects.

The course integrates reading comprehension, narrative writing, visual literacy, and creative expression. Students of all artistic ability levels are supported, with emphasis placed on storytelling clarity, revision, and creative growth.

Scope & Sequence (18 Weeks)

Unit 1: The Power of Comics (Weeks 1–3)

- What defines comics as sequential art
- Panels, gutters, pacing, and visual flow
- Showing vs. telling
- Creating short silent comics

Unit 2: History & Genres of Comics (Weeks 4–6)

- Early comic strips and superhero era

Standards Alignment (Prioritized Content Standards)

This elective supports key Oregon middle school standards in English Language Arts and Visual Arts.

English Language Arts (Oregon ELA Standards – Grade 7)

- **Reading Literature (RL.7.1, RL.7.3, RL.7.5)**
Analyze textual evidence, character development, and structure.
- **Writing (W.7.3, W.7.4, W.7.5)**
Write narratives with clear structure, develop real or imagined experiences, revise writing with peer feedback.
- **Speaking & Listening (SL.7.1)**
Engage effectively in collaborative discussions and peer critiques.
- **Language (L.7.1–3)**
Demonstrate command of conventions in dialogue and narrative writing.

Visual Arts (Oregon Arts Standards – Middle School)

- **Creating**
Generate and conceptualize artistic ideas and work.
- **Presenting**
Develop and refine artistic techniques and work for presentation.
- **Responding**
Analyze and interpret artistic works.
- **Connecting**
Relate artistic ideas to personal meaning and cultural context.

Funds will be used for:

- Drawing paper and copy paper
- Fine-tip black pens and pencils
- Printing of final drafts
- Optional class anthology printing

No specialized equipment is required.