

Unit 1 Grade 8: Intro to Film Studies

Enduring Understandings/Skill Focus	Assessment Plan
<p>Students will read <u>The Outsiders</u> and compare the novel to its film component, analyzing key scenes and arriving on which medium is superior.</p> <p>How important is it for directors to uphold readers' and author's expectations when creating an adaptation?</p> <p>How important is casting and costume design in portraying a character?</p> <p>How do things like lighting, camera angles, and music drive or impact tone, mood, and suspense?</p> <p>How do creative liberties impact adaptations?</p>	<p>Students will complete short formative assessments and quizzes</p> <p>Students will complete a summative multiple choice test analyzing Bob's death in the film and novel</p> <p>Students will complete a summative content area writing task detailed in the respective box.</p>
Texts/Resources	NJSLS
<p>Required: <u>The Outsiders</u>, S.E. Hinton Movie: <u>The Outsiders</u></p>	<p>RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p> <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p>

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve

understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F. Use an ellipsis to indicate an omission.

G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

	<p>L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>
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Writing Tasks

<p>Reading Response Journals</p> <p>Students will respond to reflective questions about literature and nonfiction texts read in class. Students will use personal journals and will have opportunities to share their responses with the class.</p>	<p>Content Area Writing</p> <p>Essay Prompt</p> <p>The Outsiders has been told through both S.E. Hinton’s original novel and the film adaptation. While both share the same core story, the movie uses creative choices in set design, casting, pacing, and cinematography that differ from how the events and characters are presented in the book. These differences can change how the audience experiences the story and its themes.</p> <p>Your Task:</p> <p>Write an analytical essay in which you:</p> <ul style="list-style-type: none"> Compare the set design, casting, pacing, and cinematography of the movie to how the same story elements are presented in the novel. Explain how each element impacts the audience’s understanding and emotional connection to the story. Take a clear position on whether the novel or the movie is the superior version, and support your stance with evidence and reasoning. <p>Requirements:</p> <ul style="list-style-type: none"> Introduction with a clear thesis statement naming the superior version and why.
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	<ul style="list-style-type: none"> • At least four body paragraphs, each focusing on one element (set design, casting, pacing, cinematography). • Specific evidence from both the novel and the movie to compare and contrast. • Conclusion that restates your position and reflects on how storytelling choices can shape a reader's or viewer's experience. <p>Length: 4–5 paragraphs</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading 	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> • Extended Time for assignments • Re-teaching material • Small group/guided reading groups for comprehension • Homogeneous grouping • Present information in various formats • Graphic organizers for written assignments • Modeling/Examples of fluency and expectations of assignments • Redirection • Break down reading and writing tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. • Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning. • Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • Allow students to move more quickly through the material.

Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Science: Technology: Career Ready Practices:	Substitution: Digital versions of materials are available.	<input type="checkbox"/> Creativity & Innovation	Tier 1	N/A
	Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy	Tier 2	<i>Academic Vocabulary</i> words not in general use, not content specific and appear far more in written texts than in speech <i>Examples in this Unit:</i> <ul style="list-style-type: none"> conscious, acquire, unfathomable, savvy, appeal, incredulous, sophisticated, aloofness, elite, stagger, smoldering, apprehensive, defiance, gingerly, sheepish, premonition, stricken, gallant, elude, transplant, indignant, notion, doggedly, conviction, soothing, bleak, delinquent, recurring, exploit, falter, ornery, conformity, leery, taut, contempt, detached, agony, stupor, bewildered, pity, liable, circumstance, vacuum, expression, veer, gripe, quiver, vast, reckless, cinematography <i>Examples for Teaching:</i> <ul style="list-style-type: none"> Introduce words during or after text Student friendly definitions

			Tier 3 Domain-Specific Vocabulary <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future Examples in this Unit <ul style="list-style-type: none"> savvy, rumble, reckon, acquitted, shot, angle, close-up, long shot, editing, montage, diegetic sound, non-diegetic sound Examples for Teaching: <ul style="list-style-type: none"> Contextualize the words Mental Models
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Learning Map (Pacing Guide)

Week	Text	Learning Outcomes, Topics, and Suggested Activities
1	<i>Piper - Alan Balillaro</i> <i>Bao - Domee Shi</i>	<p>In this weeks' lessons, students will be introduced to film study through tone and mood, specifically through the lens of film and its components.</p> <ul style="list-style-type: none"> Essential Question: How can a film use color, sound, and character to elicit emotion? Read and watch listed texts and respond to text-dependent questions pertaining to tone, mood, theme, and character
2	Riley's First Date – Pixar's <i>Inside Out</i>	<p>In this week's lessons, students will explore the basics of film studies, including film as an art form, the language of cinema, and how to begin analyzing movies beyond plot and characters.</p> <ul style="list-style-type: none"> Essential Questions: How do newly acquired film vocabulary affect the way that we analyze film? Present film studies vocabulary and apply it to an analysis of Riley's First Date.
3	<u>The Outsiders</u> by S.E. Hinton "Dear Reader" by S.E. Hinton	<p>In this week's lessons, students are introduced to S.E Hinton, the influence of her life in her writing, and the challenges she faced publishing a novel about teenage boys. Students develop a background on the historical context of <u>The Outsiders</u> and the effects of the novel on individuals of diverse backgrounds.</p>

	<p>“After 20 Years” by O. Henry https://www.commonlit.org/texts/after-twenty-years</p>	<ul style="list-style-type: none"> • Essential Questions: Does where we come from really matter? How do circumstances affect character and choices? • Suggested Activities: Students read a letter to the reader from S.E. Hinton, Students will read “After 20 Years” and analyze for character.
4	<u>The Outsiders</u> by S.E. Hinton	<p>In this week’s lessons, students are introduced to the exposition and rising action of <u>The Outsiders</u>. Students are also exposed to a list of eclectic characters whose actions influence and drive the conflict(s) of the story.</p> <ul style="list-style-type: none"> • Essential Questions: Does anyone ever fit in? How does one find their own identity when exposed to predetermined social roles in adolescence? In other words, is it possible to be unique without being (or while being) part of a social group? • Suggested Activities: students will read <u>The Outsiders</u> by S.E. Hinton.
5	<i>The Outsiders</i> Movie	<p>In this week’s lessons, students will encounter The Outsiders movie. Students will analyze and discuss the various choices surrounding decisions regarding new film studies vocabulary, such as set design, casting, and costume.</p> <ul style="list-style-type: none"> • Essential Questions: Why might a director choose one actor over another? Do the characters, costumes, and set design in the movie line up with your personal perception. How is Bob’s Death reflected differently in the movie vs the novel? • Suggested Activities: Students will read <u>The Outsiders</u> by S.E. Hinton and watch The Outsiders film. Students will also complete a summative assessment with multiple choice and a short answer section regarding the comparison of Bob’s death scene.
6	<u>The Outsiders</u> by S.E. Hinton	<p>In this week’s lessons, students will continue to read through the rising action and climax of the novel.</p> <ul style="list-style-type: none"> • Essential Questions: What is the importance of a substantial and significant climax? Does the film’s climax live up to expectations? • Suggested Activities: Students will read <u>The Outsiders</u> by S.E. Hinton.
7	<p><u>The Outsiders</u> by S.E. Hinton</p> <p>Goosebumps short film</p>	<p>In this week’s lessons, students will analyze a Goosebumps short film. Students will critique the film using film studies techniques that they have learned through the module. Students will then compare their reviews with that of professional critics. Students will also watch through the climax of The Outsiders film.</p>

		<ul style="list-style-type: none"> • Essential Questions: How do critics effectively critic films? • Suggested Activities: Students will watch and critique a Goosebumps short film. Students will be introduced to the end of module essay, and will begin the writing process steps.
8	<p>“Charles” by Shirley Jackson</p> <p><u>The Outsiders</u> Movie</p>	<p>In this week’s lessons, students will finish <u>The Outsiders</u> novel and film.</p> <ul style="list-style-type: none"> • Essential Questions: What is redemption? Can everyone be redeemed? • Suggested Activities: Students will read The Outsiders. Students will also begin the end of module essay. Students will continue the writing process
9	Argumentative Essay	<p>In this week’s lessons, students will demonstrate mastery of concepts learned in Unit 1 as they prepare for and complete an essay.</p> <ul style="list-style-type: none"> • Essential Questions: What makes a good adaptation? • Suggested Activities: Students will complete the Unit 1 Essay in which they create an argumentative essay exploring the success or failure of <i>The Outsiders</i> as a film. Students must use film terminology and adaptation analysis to determine their argumentative stance.