

Unit 4 Grade 8: Dynamic Characters	
Enduring Understandings/Skill Focus	Assessment Plan
<p>This unit requires students to analyze the progression of a character over the course of fiction and nonfiction literary pieces. Students will understand how characters and real people grow and evolve as they overcome various challenges. Students will consider how people are represented in films, Students will consider the following questions:</p> <p>How do characters and real people evolve over the course of a film? How do directors and people reflect on their experiences, strengths, and shortcomings to gain perspective? What do actors do to deliver an impactful performance?</p>	<p>Students will complete short formative assessments and quizzes</p> <p>Students will complete a summative multiple choice test regarding questions pertaining to <i>An American Childhood</i> and <i>Play</i></p> <p>Students will complete a summative content area writing task detailed in the respective box.</p>
Texts/Resources	NJSLS
<p>Required: <i>Freak the Mighty</i>, Rodman Philbrick <i>Excerpt from An American Childhood</i>, Annie Dillard Commonlit.org Animated short film: Rikki-tikki-tavi Movie: <u>The Mighty</u> YouTube: Movie clips</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.</p> <p>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.</p> <p>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>

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.

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.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals 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.

	<p>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). 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. 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. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. 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). L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>
Writing Tasks	
<p>Reading Response Journals</p> <p>Students will respond to reflective questions about literature 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>Short Story Prompt In <u>Freak the Mighty</u> by Rodman Philbrick, characters like Max and Kevin face challenges that change them in powerful ways. Through friendship, courage, and hardship, they grow into stronger versions of themselves. In this assignment, you will create your own short story about a character who faces a major conflict and changes because of it.</p> <p>Your Task:</p>

	<p>Write a short story in which you:</p> <ul style="list-style-type: none"> • Create a main character with clear personality traits and background. • Introduce a conflict (internal, external, or both) that challenges the character. • Show how the character changes and grows as the story progresses, similar to how Max and Kevin evolve in <i>Freak the Mighty</i>. • Include meaningful dialogue that reveals personality, relationships, and emotional changes. • Use character description (appearance, actions, thoughts, and feelings) to help the reader connect with your character's journey. <p>Requirements:</p> <ul style="list-style-type: none"> • Clear beginning, middle, and end. • At least two fully developed scenes with dialogue. • Descriptive language that shows the character's growth. • 2–3 pages in length
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Connect the Dots • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies • Popcorn Reading • Numbered Heads • KIMS Vocabulary Strategy 	<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

		<i>Gifted and Talented/Academically Talented:</i> <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: 2.1.8.PGD.4 World Languages: Social Studies: Technology: Career Ready Practices:	<p>Substitution: Digital versions of materials are available.</p> <p>Augmentation: Students prepare, complete, and submit summative assessments using Schoology.</p> <p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<input type="checkbox"/> Creativity & Innovation <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	Tier 1	N/A
			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"> • unvanquished, scuttle, perspective, strutting, sobriquet, hulking, trajectory, glimpse, hunkering, postulate, deficiency, evasive, propelled, demeanor, depleted, cretin, quest, invincible, expel, archetype, steed, pledge, oath, gruel, tenement, yonder, optimum, injustice,

		<input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy		urgency, miraculous, deprived, trussed, divulged, abide, sought, dysfunctional, smirk obligation, redeemed, slant, abduction, manifestation, accommodations, wring, obnoxious, facilitate <ul style="list-style-type: none"> • <i>Examples for Teaching:</i> • Introduce words during or after text • Student friendly definitions
			Tier 3	<i>Domain-Specific Vocabulary</i> <ul style="list-style-type: none"> • words related to a specific content or field of study • students are likely to encounter in the future <i>Examples in this Unit</i> <ul style="list-style-type: none"> • <i>Examples for Teaching:</i> • Contextualize the words Mental Models

Learning Map (Pacing Guide)

Week	Text	Learning Outcomes, Topics, and Suggested Activities
1	<p><u>Freak the Mighty</u> by Rodman Philbrick</p> <p>Clip from <u>Coco</u> directed by Lee Unkrich</p> <p>Clip from <u>Black Panther</u> directed by Ryan Coogler</p> <p>Clip from <u>CODA</u> directed by Sian Heder</p>	<p>In this week’s lessons, students will be introduced to the film and novel <u>Freak the Mighty</u> through mini lecture, and practice identifying identity and representation in film.</p> <ul style="list-style-type: none"> • Essential Question: How can representation in films be impactful? • Suggested Activities: Watch listed films and respond to guided questions
2	<p>Excerpt from “An American Childhood” by Anne Dillard</p> <p>“Play” by Jon Scieszka</p>	<p>In this week’s lessons, students will explore how authors reflect on childhood experiences that have shaped them, and how those events help inform their decisions to strike a particular tone or mood. Additionally, we will explore the ways that writers are successful in their representation of childhood.</p> <ul style="list-style-type: none"> • Essential Questions: Why are adults able to reflect on experiences that shaped them with retrospect, regardless of the outcome? • Suggested Activities: Students will read an excerpt from “An American Childhood” by Anne Dillard and “Play” by Jon Scieszka then respond to focused text questions pertaining to conflict, theme, and vocabulary in context. Students will also complete their summative exam regarding both texts.
3	<p><u>Freak the Mighty</u> by Rodman Philbrick</p>	<p>In this week’s lessons, students are introduced to the exposition and rising action of <u>Freak the Mighty</u>. Students are also exposed to important character traits of Max and Kevin (Freak).</p> <ul style="list-style-type: none"> • Essential Questions: What are the significant differences between the novel and the movie thus far? <p>Suggested Activities: students will read <u>Freak the Mighty</u> by Rodman Philbrick.</p>

4	<u>Freak the Mighty</u> by Rodman Philbrick	<p>In this week's lessons, students will begin to design characters of their own. This will be the first step in the process of creating their own unique and evolving short story.</p> <ul style="list-style-type: none"> • Essential Questions: How can I develop meaningful dialogue, interesting characteristics, and grounded character flaws in my writing? • Suggested Activities: dissection and discussions surrounding non-fictional, and fictional characters
5	<u>Freak the Mighty</u> by Rodman Philbrick	<p>In this week's lessons, students will encounter the rising action of the novel and film. Students will make inferences related to Max's father and his motives. Students will also make inferences related to Kevin's disability.</p> <ul style="list-style-type: none"> • Essential Questions: What is a motive? Why do characters and people often have ulterior motives or reasons for their actions? How can I implement motives to my character? • Suggested Activities: students will read <u>Freak the Mighty</u> by Rodman Philbrick.
6	<u>Freak the Mighty</u> by Rodman Philbrick	<p>In this week's lessons, students will encounter the climax, falling action, and resolution of the novel. Students will ponder how individuals are shaped by tragedy. Students will examine how characters either gain insight and wisdom from the experience or harbor sadness and resentment.</p> <ul style="list-style-type: none"> • Essential Questions: Why do people lie or bend the truth to protect others? Do they want others to believe them or do they also want to believe themselves? How can I give my character emotions? How would they respond to the tragedy? <p>Suggested Activities: students will read <u>Freak the Mighty</u> by Rodman Philbrick. Students will be introduced to the end of module task, and they will begin the production of their short stories using their original characters.</p>
7	<u>Freak the Mighty</u> by Rodman Philbrick	<p>In this week's lessons, students will analyze the progression of Max and Kevin throughout <u>Freak the Mighty</u>, analyzing the appearance, actions, and changes of the character. Students will begin development on their plot.</p> <ul style="list-style-type: none"> • Essential Questions: Why is it important for characters to reflect genuine growth throughout a novel? How does meaningful plot create change in a character? How can I apply this to my writing? • Suggested Activities: Students will develop a plot mountain of their own design for their own stories.

8	<u>Dead Poets Society</u> <u>The Lion King</u> <u>The Pursuit of Happiness</u> <u>Avengers: Endgame</u>	<p>In this week's lessons, students will explore masterfully crafted scenes of character dialogue from a variety of film clips.</p> <ul style="list-style-type: none"> • Essential Questions: How can I develop meaningful dialogue that drives narrative? • Suggested Activities: Students will watch the film clips, then respond to focused, text-dependent questions pertaining to characterization, theme, foreshadowing, suspense, figurative language, and vocabulary in context.
9	<u>Freak the Mighty</u> by Rodman Philbrick	<p>In this week's lessons, students will demonstrate mastery of concepts learned throughout the unit as they prepare for and complete their character driven narrative.</p> <ul style="list-style-type: none"> • Suggested Activities: Students will complete the Unit 4 writing task.