

# 07 Understanding Character Development

Content Area: **Special Education**

Course(s):

Time Period: **Full Year**

Length: **4 weeks/ongoing**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. In the self-contained setting of the course, students will learn essential aspects of the English 9-12 curriculum while exposing students to key elements that provides them with 21st Century Life Skills.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Characters progress and develop in stories just as we do as humans.

## **CONTENT AREA STANDARDS**

---

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when
-------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

encountering an unknown term important to comprehension or expression.

## **STUDENT LEARNING TARGETS**

---

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

---

Students will know:

- How to identify emotions of others.
- How to create character charts.
- Site examples to show character development in a book.

### **Procedural Knowledge**

---

Students will be able to:

- Identify main characters in the story.
- Analyze characters in story
- Cite evidence from story that shows how characters have changed and developed through out the story.

## **EVIDENCE OF LEARNING**

---

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

---

Class discussion, teacher made assessments and activities, projects, presentations

## **Summative Assessments**

---

End of unit test

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Possible novels:

The One and Only Ivan by Katherine Applegate

The Invention of Hugo Cabret by Brian Selznick

Holes by Louis Sachar

Wonder by RJ Palacio

The Tale of Despereaux by Kate DiCamillo

Because of Winn Dixie by Kate Dicamillo

Charlie and the Chocolate Factory by Roald Dahl

Pigboy by Vicki Grant

Hatchet by Gary Paulsen

Scholastic Action Magazine

<https://www.teacherspayteachers.com/>

<https://www.getepic.com/>

## **INTERDISCIPLINARY CONNECTIONS**

---

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.

