

**THIRD NINE WEEKS 2017—STANDARD ENGLISH LANGUAGE ARTS 8  
HPISD CURRICULUM**

**EST. NUMBER OF DAYS: 50**

<b>PROPAGANDA, PERSUASION, AND THE HOLOCAUST</b>	<b>THIRD NINE WEEKS</b>
<b>Unit Overview</b>	<ul style="list-style-type: none"> <li>● Students will examine the persuasive genre by examining various persuasive techniques including nonfiction, a famous speech, and types of propaganda.</li> <li>● Students will read and study works of nonfiction, fiction, and a memoir.</li> <li>● Each student will then formulate ideas, develop arguments, utilize research, and draft a persuasive essay to be “published” in early March.</li> </ul>
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Recognizing how discrimination affects people and society</li> <li>● Understanding the causes for people’s actions</li> <li>● Recognizing and using persuasive techniques</li> <li>● Recognizing propaganda and its effects</li> <li>● Evaluating sources to determine credibility</li> <li>● Recognizing and using significant literary terms</li> <li>● Annotating nonfiction for engagement and deeper understanding</li> <li>● Developing writer’s craft through organization, development, style, conventions, and revision strategies</li> <li>● Developing effective study habits, organization, and time management skills</li> <li>● Developing life-long readers</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>● Discrimination</li> <li>● Society</li> <li>● Human nature</li> <li>● Empathy</li> <li>● Sympathy</li> <li>● Tragedy</li> <li>● Memoir</li> <li>● Victim</li> <li>● Perpetrator</li> <li>● Bystander</li> <li>● Rescuer</li> <li>● Persuasion</li> <li>● Credible research</li> <li>● Primary sources</li> <li>● Secondary sources</li> <li>● Truth</li> <li>● Facts and opinions</li> <li>● Literary terms</li> <li>● Annotations</li> <li>● Writer’s craft</li> <li>● Audience</li> </ul>

	<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Critical thinking</li> <li>● Analysis</li> <li>● Vocabulary development</li> <li>● Ways to incorporate published quotations in persuasive writing</li> <li>● Study habits</li> <li>● Time management</li> </ul>	
<p><b>Guiding/Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What types of discrimination did the Nazis employ?</li> <li>● How do ignorance and fear cause discrimination?</li> <li>● How do people’s beliefs and culture affect their personalities?</li> <li>● In what ways does prejudice cause people to act without reason?</li> <li>● How does a tragic experience reveal the best and worst in human nature?</li> <li>● How can a person’s perception of a tragic experience influence his/her behavior?</li> <li>● How do historical and/or personal examples reveal how people cope with a tragic experience?</li> <li>● In what ways does understanding discrimination encourage empathy?</li> <li>● How can a person identify, connect with, and gain empathy for individuals who experience a tragic experience?</li> <li>● What causes a person to act as a perpetrator, a bystander, or a rescuer?</li> <li>● Why do people become victims?</li> <li>● How can circumstances change the societal roles a person plays during a conflict?</li> <li>● What are some common types of propaganda?</li> <li>● How do authors create powerful persuasion?</li> <li>● What are some effective persuasive techniques?</li> <li>● What is credible research?</li> <li>● How does a person evaluate sources?</li> <li>● In what ways can an author structure a persuasive argument?</li> <li>● What are the aspects of an effective thesis statement?</li> <li>● How does a reader justify his opinion with credible research to support his thesis statement?</li> <li>● What are the various ways to incorporate published quotations in persuasive writing?</li> <li>● In what ways can a writer successfully influence an audience?</li> <li>● How do conventions and grammar affect writing?</li> <li>● How does a person develop critical thinking skills?</li> <li>● How are examples of literary terms evident in speech and writing?</li> <li>● Why do readers annotate nonfiction texts?</li> <li>● How do readers annotate nonfiction texts for engagement and deeper understanding?</li> <li>● How does a person develop critical thinking skills?</li> <li>● How will learning specific roots, suffixes, and specific words enhance vocabulary development?</li> <li>● What are some strategies to build effective study habits?</li> <li>● How can a person better manage his time?</li> <li>● What are some pitfalls of procrastination?</li> </ul>	
<p><b>Learning Targets</b></p>	<p style="text-align: center;"><b>Performance Levels</b></p> <ul style="list-style-type: none"> <li>● Read required class texts.</li> </ul>	<p style="text-align: center;"><b>Learning Progressions</b></p> <ul style="list-style-type: none"> <li>● Comprehend texts through questions, annotations, and teacher-led discussions.</li> <li>● Gain deeper understanding by analysis of significant quotations and characters’ motives and actions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Choose books to read for independent reading.</li>   <li>● Draft, revise, and “publish” a persuasive essay.</li>   <li>● For the following set of societal roles, know the definition of each and recognize their relationship to one another in a given conflict:</li>       <li>● For the following set of literary terms, know the definition of each, recognize their use in writing and speech, and use examples in original writing:</li> </ul>	<ul style="list-style-type: none"> <li>● Consider readers’ interests, maturity level, and advice from students’ peers and teachers.</li>     <li>● Take a definite position on a topic.</li> <li>● Compose a clear thesis statement/claim that can be supported by credible research.</li> <li>● Compose a clear thesis statement/claim that can be proved with examples and relevant text-evidence.</li> <li>● Write a compelling introduction.</li> <li>● Develop a logical progression of ideas.</li> <li>● Include smooth transitions.</li> <li>● Support a position with compelling arguments.</li> <li>● Refute the major opposition.</li> <li>● Write effective calls to action and/or solutions.</li> <li>● Utilize various resources for precise word choice.</li> <li>● Include a variety of sentence types and sentence beginnings.</li> <li>● Write a meaningful, convincing conclusion.</li> <li>● Know and use proper grammar, conventions, and spelling.</li> <li>● Finalize the essay and carefully check proper MLA documentation and style.</li> <li>● Make sure all quotations are quoted verbatim.</li>     <li>● victim</li> <li>● perpetrator</li> <li>● bystander</li> <li>● rescuer</li>     <li>● allusion</li> <li>● analogy</li> <li>● anecdote</li> <li>● anaphora</li> <li>● author’s purpose</li> <li>● cause and effect</li> <li>● conclusion</li> <li>● connotation</li> <li>● deductive process</li> <li>● denotation</li> <li>● facts and opinions</li> <li>● generalization</li> </ul>
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	<ul style="list-style-type: none"> <li>● For the following set of propaganda types, know the aspects of each and recognize their use in writing, speech, and other media:</li> <li>● For the following set of roots, and specific words, know the definition of each, recognize their use in writing and speech, and use examples in original writing:</li> </ul>	<ul style="list-style-type: none"> <li>● inductive process</li> <li>● inference</li> <li>● parallel syntactical structure</li> <li>● persuasive appeals: ethos, logos, pathos</li> <li>● refuting the opposition</li> <li>● sentence variety</li> <li>● thesis statement/claim</li> <li>● stated theme and implied theme</li> <li>● argumentum ad hominem</li> <li>● appeal to fear</li> <li>● appeal to pity</li> <li>● bandwagon</li> <li>● card-stacking</li> <li>● faulty logic</li> <li>● glittering generalities</li> <li>● name-calling</li> <li>● scapegoat</li> <li>● testimonial</li> <li>● transfer</li> </ul> <p>Greek / Latin Roots:</p> <ul style="list-style-type: none"> <li>● psych</li> <li>● liber</li> <li>● nov</li> <li>● terr</li> <li>● vac</li> <li>● ecto</li> <li>● morp</li> <li>● omni</li> </ul> <p>Foreign Words:</p> <ul style="list-style-type: none"> <li>● chorus</li> <li>● passé</li> <li>● blitzkrieg</li> <li>● verboten</li> </ul> <p>Character Words:</p> <ul style="list-style-type: none"> <li>● immoral</li> <li>● insolent</li> <li>● malevolent</li> <li>● merciful</li> </ul>
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<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>● On a weekly basis, students will brainstorm, practice craft writing, and revise their work based on previously-viewed writing models.</li> <li>● Each student will formulate opinions, write thesis statements/claims, and gather credible research to support his or her thesis statement.</li> <li>● Students will demonstrate their knowledge of persuasive techniques and propaganda types while reading and discussing required class texts and viewing other media.</li> <li>● Each student will engage in the writing process by drafting a persuasive essay using persuasive techniques, credible research, and effective structure.</li> <li>● Students will use words from an HPISD-specific grade level list of Greek/Latin roots, foreign words, and character words in students' writing and speaking.</li> <li>● Students will demonstrate an increasing understanding in the proper, effective use of grammar and punctuation throughout the writing process.</li> <li>● Students will craft written responses to the required class texts they are reading.</li> <li>● Students will practice oral reading each nine weeks.</li> <li>● Students will recognize and use examples of literary terms in students' writing and speaking.</li> <li>● Students will annotate required class texts to demonstrate increasing proficiency in comprehension, critical thinking, and making inferences.</li> </ul>	
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Students will "publish" one Targeted Writing Assessment (TWA): a persuasive essay.</li> <li>● Students will take various quizzes and/or tests about required class texts.</li> <li>● Students will complete assigned class projects.</li> </ul>	
<b>Grade Level TEKS / Specifications</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>● (2C) Complete analogies that describe a function or its description (e.g., pen: paper as chalk: _____ or soft: kitten as hard: _____).</li> <li>● (10A) Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.</li> <li>● (10B) Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text.</li> <li>● (10C) Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</li> <li>● (10D) Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.</li> <li>● (Local) 10.E -- Describe how the author's perspective or point of view affects the text (from 8.12H 2008).</li> <li>● (Local) 10.F -- Analyze ways authors organize and present ideas such as cause/effect, comparison/contrast, inductively, deductively, or chronologically (from 8.12I 2008).</li> </ul>	

- (Local) 10.G -- Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (from 8.10E 2008).
- (11A) Compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents.
- (11B) Analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.
- (12A) Analyze text for missing or extraneous information in multi-step directions or legends for diagrams.
- (12B) Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.
- (14B) Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare and contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
- (17Ai) Write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs.
- (17Aii) Write a multi-paragraph essay to convey information about a topic that contains a clearly stated purpose or controlling idea.
- (17Aiii) Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.
- (17Aiv) Write a multi-paragraph essay to convey information about a topic that accurately synthesizes ideas from several sources.
- (17Av) Write a multi-paragraph essay to convey information about a topic that uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
- (17C) Write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate.
- (18A) Establish a clear thesis or position.
- (18B) Consider and respond to the views of others and anticipates and answers reader concerns and counter-arguments.
- (18C) Include evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- (21A) Spell correctly, including using various resources to determine and check correct spellings.
- (22B) Apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- (23A) Follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.
- (23B) Categorize information thematically in order to see the larger constructs inherent in the information.
- (23C) Record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format.
- (23D) Differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.
- (24A) Narrow or broaden the major research question, if necessary, based on further research and investigation.
- (24B) Utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.
- (25A) Draw conclusions and summarize or paraphrase the findings in a systematic way.
- (25B) Marshal evidence to explain the topic and gives relevant reasons for conclusions.
- (25C) Present the findings in a meaningful format.
- -- (OSB) Use correct Modern Language Association (MLA) documentation of sources and MLA style/format.
- (25D) Follow accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.
- (26A) Listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims.

	<ul style="list-style-type: none"> <li>● (26B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</li> <li>● (26C) Summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</li> <li>● (Local) 26D -- Compare his/her own perception of a spoken message with the perception of others (from 8.2E 2008).</li> <li>● (Local) 26E -- Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (from 8.3A 2008).</li> <li>● (Local) 26F -- Analyze oral interpretations of literature for effects on the listener (from 8.3B 2008).</li> <li>● (Local) 26G -- Analyze the use of aesthetic language for its effects (from 8.3C 2008).</li> <li>● (Local) 26H -- Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (from 8.5A 2008).</li> <li>● (Local) 26I -- Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (from 8.5B 2008).</li> <li>● (Local) 26K -- Generate criteria to evaluate his/her own oral presentations and the presentations of others (from 8.5D 2008).</li> <li>● (Local) 26L -- Use effective rate, volume, pitch, and tone for the audience and setting (from 8.5E 2008).</li> <li>● (Local) 26M -- Clarify and support spoken ideas with evidence, elaborations, and examples (from 8.5F 2008).</li> <li>● (27A) Advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</li> <li>● Note: Observable Student Behaviors (OSB): OSBs adapted and/or quoted from <i>The Continuum of Literary Learning: A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fontas (2007).</li> </ul>
<p><b>Processes and Skills</b></p>	<ul style="list-style-type: none"> <li>● Brainstorming: examining HPMS online databases (SIRS and Gale), writing territories, and current online and paper sources</li> <li>● Craft Practices: choosing a purpose, composing strong thesis statement, selecting relevant and credible research, blending/embedding text-based evidence, utilizing persuasive formats and structures to influence an audience, and including effective transitions</li> <li>● Revision Strategies: prove-its and conferences with self, peers, and teachers</li> <li>● Critical Thinking: reading for meaning, applying knowledge, annotating, and analyzing</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Discrimination and its effects</li> <li>● Human nature and behavior</li> <li>● Tragic experiences and their consequences</li> <li>● Role of culture in World War II</li> <li>● Role of religion in World War II</li> <li>● Persuasive techniques</li> <li>● Propaganda</li> <li>● Secondary sources</li> <li>● Primary sources</li> <li>● Facts and opinions</li> <li>● Use of specific literary terms, persuasive techniques, and propaganda types</li> <li>● Craft writing</li> <li>● Audience</li> <li>● Specific aspects of grammar, punctuation, and usage</li> </ul>
<p><b>Language of Instruction</b></p>	<ul style="list-style-type: none"> <li>● See the specific literary terms, persuasive techniques, and propaganda types listed in the Learning Targets above.</li> <li>● See the Targeted Writing Assessment rubric posted online for specific aspects of the writing product.</li> <li>● See the HPISD Eighth Grade specific vocabulary list in the Learning Targets above.</li> </ul>

<p><b>State Assessment (STAAR) Connections</b></p>	<ul style="list-style-type: none"> <li>• Various Texas Essential Knowledge and Skills (TEKS) Readiness and Supporting Standards will be included in this unit, and the full list of standards can be found here (copy and paste this link):  <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=grade%20%20reading%20assessment%20eligible&amp;source=web&amp;cd=1&amp;ved=0CB8QFjAA&amp;url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147488118&amp;ei=Y8NTVficFNHJogTf3oCoBg&amp;usq=AFQjCNGn6-rXdWKyO9T0phem8kgdJFRvmQ&amp;sig2=mQiKJhRQHxgbzy4nGHrSLQ&amp;bvm=bv.93112503.d.cGU">http://www.google.com/url?sa=t&amp;rct=j&amp;q=grade%20%20reading%20assessment%20eligible&amp;source=web&amp;cd=1&amp;ved=0CB8QFjAA&amp;url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147488118&amp;ei=Y8NTVficFNHJogTf3oCoBg&amp;usq=AFQjCNGn6-rXdWKyO9T0phem8kgdJFRvmQ&amp;sig2=mQiKJhRQHxgbzy4nGHrSLQ&amp;bvm=bv.93112503.d.cGU</a> </li> </ul>
<p><b>National Assessment Connections</b></p>	<ul style="list-style-type: none"> <li>• Teachers use Pre-AP strategies as they are teaching literature, analysis, and writing.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Eighth grade list of Greek/Latin roots and prefixes (listed on the HPISD Curriculum website for eighth grade ELA)</li> <li>• Eighth grade vocabulary list of foreign words and “other words” (listed on the HPISD Curriculum website for eighth grade ELA)</li> <li>• Membean (an online vocabulary program)</li> <li>• Appropriate newspaper and magazine articles that relate thematically</li> <li>• Models of persuasive writing in various sources</li> <li>• <i>Night</i> (specific edition; the teacher will mention the ISBN)</li> <li>• Books in teachers’ classrooms and the HPMS library</li> <li>• Various videos from the HPMS library used at each teacher’s discretion</li> <li>• <i>Elements of Literature: Second Course</i> (literature book from the previous adoption; teachers have class sets), such as <ul style="list-style-type: none"> <li>◦ “A Tragedy Revealed: A Heroine’s Last Days” by Ernst Schnabel (magazine article originally published in <i>Life</i>)</li> </ul> </li> <li>• <i>Literature: Grade 8</i> (current literature book from the 2009 adoption; teachers have class sets), such as <ul style="list-style-type: none"> <li>◦ “Zoos: Myth vs. Reality” (a magazine article about the detriments of zoos to model persuasive writing)</li> <li>◦ “Zoos Connect Us to the Natural World” (a magazine articles about the benefits of zoos to model persuasive writing)</li> </ul> </li> <li>• <i>Writing Coach: Grade 8</i> (Prentice Hall/Pearson textbook; teachers have class sets)</li> <li>• United States Holocaust Memorial Museum website (<a href="http://www.USHMM.org">www.USHMM.org</a>)</li> <li>• A visit to the Dallas Holocaust Museum (museum visit for eighth grade students)</li> <li>• Resources that current and former teachers collected from previous USHMM forums held at local universities</li> <li>• Notes about propaganda types</li> <li>• <a href="http://www.AmericanRhetoric.com">www.AmericanRhetoric.com</a> for famous speeches that are persuasive including inaugural addresses of former presidents</li> <li>• <a href="http://www.learnthat.org/pages/view/roots.html">www.learnthat.org/pages/view/roots.html</a> (for an extensive list of Greek/Latin roots)</li> <li>• Various apps for educational purposes</li> <li>• <i>Acts of Teaching</i> by Dr. Joyce Armstrong Carroll and Edward E. Wilson</li> </ul> <p><b>Revision Strategies:</b></p> <ul style="list-style-type: none"> <li>• depth charging from <i>Dr. JAC’s Guide to Writing with Depth</i></li> <li>• peer editing strategies from <i>Acts of Teaching</i></li> <li>• leads and conclusions</li> <li>• “clocking” for revision and editing strategies</li> <li>• conferences with self, peers, and teachers including grouping strategies for revision from <i>Acts of Teaching</i></li> <li>• ratiocination from <i>Acts of Teaching</i></li> <li>• Control F in word processor to notice specific words that are overused</li> <li>• “Track Changes” and/or Revision History in a word processor to see revisions and make changes</li> <li>• Comment tab in Google Docs to add comments for peer editing</li> <li>• Review tab in a word processor to add comments so that students and teachers can make comments in their documents</li> </ul>

**Conventions of Language:**

- Teachers will use mini-lessons to teach the conventions of language using published models from various authors as well as the teacher's original models of writing, and students will use their own writing to practice the skills and techniques that are taught in the mini-lessons.
- Students will focus on the following set of the eighth grade Written Conventions:
  - Complex sentences
  - Compound/complex sentences
  - Signal phrases
  - MLA documentation
  - MLA style/format
  - Punctuation of quotations
  - Brackets
  - Ellipsis
  - Infinitive phrases
  - Parallel syntactical structure
  - Conjunctive adverbs