

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

**EST. NUMBER OF DAYS: 46**

<b>NOVEL ANALYSIS, ANALYTIC WRITING, AND INTRODUCTION TO SHAKESPEARE</b>	<b>FOURTH NINE WEEKS</b>
<b>Unit Overview</b>	<ul style="list-style-type: none"> <li>● Students will examine the narrative genre by exploring ways a classic novel reflects the craft of narrative writing.</li> <li>● Each student will formulate ideas, develop arguments, utilize evidence from required texts, and draft an analytic essay to be “published” in May.</li> <li>● Students will be introduced to William Shakespeare, by studying his life, Elizabethan England, excerpts from his major works, patterns in his plays, and his use of language and meter in some of his plays and sonnets.</li> </ul>
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Recognizing the different forms of prejudice</li> <li>● Exhibiting understanding and empathy for others</li> <li>● Understanding how fiction can be used as a vehicle for social commentary</li> <li>● Understanding the causes for characters’ actions</li> <li>● Studying the elements and patterns of Shakespearean comedies, tragedies, and histories</li> <li>● Exhibiting understanding and empathy for characters as well as for people</li> <li>● Applying the concept of catharsis</li> <li>● Recognizing and using significant literary and dramatic terms</li> <li>● Recognizing conflicts</li> <li>● Developing life-long readers</li> <li>● Annotating required class texts for engagement and deeper understanding</li> <li>● Developing writers’ craft through organization, development, style, conventions, and revision strategies</li> <li>● Developing effective study habits and time management skills</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>● Social commentary</li> <li>● Prejudice and its effects</li> <li>● Aesthetic appeal of language</li> <li>● Archetypes</li> <li>● Literary terms</li> <li>● Dramatic terms relating to Shakespearean plays</li> <li>● Tragedy</li> <li>● Universal truths about culture, behavior, and life as depicted in Shakespearean plays</li> <li>● Annotations</li> <li>● Writer’s craft</li> <li>● Writing process</li> <li>● Critical thinking</li> <li>● Analysis</li> <li>● Vocabulary development</li> <li>● Study habits</li> <li>● Time management</li> <li>● Social commentary</li> <li>● Catharsis</li> </ul>

<p><b>Guiding/Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are common universal truths exhibited throughout literature?</li> <li>● How does a person develop critical thinking skills?</li> <li>● What is text-based evidence?</li> <li>● How does a reader justify his opinion with text-based evidence?</li> <li>● What is the structure of an effective analytic essay?</li> <li>● What types of prejudice exist?</li> <li>● In what ways can prejudice limit a person?</li> <li>● In what ways does understanding differences encourage empathy?</li> <li>● How are people varied in their personalities, beliefs, and culture?</li> <li>● How can authors use narratives to comment on social issues?</li> <li>● How do writers use literature to reveal truths about human nature and behavior?</li> <li>● How do authors utilize literary terms to create powerful narratives?</li> <li>● In what ways can an author structure a narrative?</li> <li>● Why do readers annotate texts?</li> <li>● How do readers annotate texts for engagement and deeper understanding?</li> <li>● In what ways do authors create effective characters?</li> <li>● What are common patterns and archetypes in literature?</li> <li>● In what ways do archetypes maintain their meanings across time and culture?</li> <li>● How are the modern adaptations of ancient archetypes evident in literature and in life?</li> <li>● In what ways can language create an aesthetic appeal?</li> <li>● In what ways do writers deliberately craft writing to control language?</li> <li>● How do conventions and grammar affect writing?</li> <li>● What are the characteristics of Shakespearean sonnets?</li> <li>● How will learning and using specific roots, prefixes, suffixes, and specific words enhance vocabulary development and writing?</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> <li>● Encourage students to select books to read for independent reading.</li> <li>● Draft and finalize an analytic essay as a Targeted Writing Assessment.</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> <li>● Consider readers' interests, maturity level, and advice from students' peers and teachers.</li> <li>● Compose a clear thesis statement/claim that can be proved with examples and relevant text-evidence.</li> <li>● Develop a logical progression of ideas.</li> </ul>

	<ul style="list-style-type: none"> <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>• Include smooth transitions.</li> <li>• Write a meaningful conclusion.</li> <li>• Create purposeful paragraphs.</li> <li>• Utilize various resources for precise word choice.</li> <li>• Include a variety of sentence types.</li> <li>• Maintain an authentic voice.</li> <li>• Know and use proper grammar, conventions, and spelling.</li> <li>• Finalize the essay with proper MLA style/format.</li>   <li>• author’s purpose</li> <li>• cause and effect</li> <li>• characterization</li> <li>• compare and contrast</li> <li>• conflict</li> <li>• dialect</li> <li>• dialogue</li> <li>• diction</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• idiomatic expression</li> <li>• irony</li> <li>• paradox</li> <li>• metaphor</li> <li>• mood</li> <li>• personification</li> <li>• point-of-view</li> <li>• setting</li> <li>• simile</li> <li>• symbolism</li> <li>• theme</li> <li>• aside</li> <li>• soliloquy</li> <li>• the genre of comedy</li> <li>• the genre of tragedy</li> <li>• history plays</li> <li>• comic relief</li> <li>• “problem play” (tragicomedy)</li> <li>• tragic hero</li> <li>• tragic flaw (hamartia)</li> <li>• hubris</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students will incorporate words from the eighth grade vocabulary list in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● word play/puns (in Shakespearean plays)</li> <li>● sonnet</li> <li>● rhymed couplet</li> <li>● iambic pentameter</li> </ul> <p>Foreign Words:</p> <ul style="list-style-type: none"> <li>● Study and use the lists given in the first through the third nine weeks documents.</li> </ul> <p>Character Words:</p> <ul style="list-style-type: none"> <li>● Study and use the lists given in the first through the third nine weeks documents.</li> </ul> <p>Additional words from required class texts:</p> <ul style="list-style-type: none"> <li>● At the teacher’s discretion, he or she will incorporate unique words and phrases used in Shakespearean plays and sonnets as well as other required texts in context.</li> </ul>
<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.</li> <li>● Each student will engage in the writing process by drafting and finalizing an analytic essay.</li> <li>● Students will use words from an HPISD-specific grade level list of foreign words and character words in students’ writing and speaking.</li> <li>● Students will craft written responses to the required class texts students are reading.</li> <li>● Students will practice oral reading each nine weeks.</li> <li>● Students will recognize and use examples of literary terms and poetic 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> <li>● Students will demonstrate an increasing understanding in the proper, effective use of grammar and punctuation throughout the writing process.</li> <li>● Students will learn the patterns in Shakespeare’s plays and will demonstrate their knowledge by having discussions, completing pattern charts, and participating in related activities..</li> <li>● Students will paraphrase Shakespeare’s language into modern language.</li> <li>● Students will analyze at least one Shakespearean sonnet.</li> </ul>	
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>● Students will “publish” one Targeted Writing Assessment (TWA): an analytic essay.</li> <li>● Students will take various quizzes and/or tests about required class texts.</li> <li>● Students will complete assigned projects.</li> <li>● Students will take a semester exam in May.</li> </ul>	
<b>Grade Level TEKS / Specifications</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>● (3A) Analyze literary works that share similar themes across cultures. <ul style="list-style-type: none"> <li>-- Observable Student Behavior (OSB) Students will describe orally and in writing similar themes among different pieces of literature.</li> <li>-- (OSB) Discuss orally the genres of various Shakespearean plays.</li> </ul> </li> <li>● (5A) Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging</li> </ul>	

of their plays.

- (Local) 5B -- Understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (from 8.12D 2008).
- (Local) 5C -- Understand literary forms by recognizing and distinguishing between comedy and tragedy (from 8.12E last part 2008)
  - (OSB) Discuss orally the genres of various Shakespearean plays.
- (6A) Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.
  - (OSB) Students will explain in writing or orally these elements listed above and how they pertain to required class texts.
- (6B) Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict.
  - (OSB) Make inferences and then describe a writer's attitudes toward social issues as revealed in text.
  - (OSB) State an interpretation of the writer's underlying messages.
  - (OSB) Note the significance of the setting and its relationship to the plot and characters' actions.
  - (OSB) Recognize and discuss an author's use of symbols and their meaning.
  - (OSB) Follow complex plots, tracking multiple events, and gathering information about many characters and their traits and relationships.
  - (OSB) Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them).
- (6C) Analyze different forms of point of view, including limited versus omniscient, subjective versus objective.
- (9A) Analyze works written on the same topic and compare how the authors achieved similar or different purposes.
- (13A) Evaluate the role of media in focusing attention on events and informing opinion on issues.
- (13B) Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.
- (13C) Evaluate various techniques used to create a point of view in media and the impact on audience.
- (13D) Assess the correct level of formality and tone for successful participation in various digital media.
- (14A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- (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.
- (17Av) Write [an 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.
- (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.
- (26B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.
- (26C) Summarize formal and informal presentations, distinguish between facts and opinions, and determine the

	<p>effectiveness of rhetorical devices.</p> <ul style="list-style-type: none"> <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) 26J -- Present dramatic interpretations of experiences, stories, poems, or plays to communicate (from 8.5C 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>● 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: outlining, creating graphic organizers, locating relevant text-based evidence, drafting thesis statements/claims</li> <li>● Craft Practices: choosing a purpose, composing a strong thesis statement, blending/embedding text-based evidence, utilizing analytic formats and structures to appeal to an audience, introducing syntactic development, recognizing the significance of word choices, and including effective transitions</li> <li>● Revision Strategies: ratiocination, 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>● Different forms of prejudice and its effects</li> <li>● Genres of Shakespearean plays</li> <li>● Craft writing</li> <li>● Specific aspects of grammar, punctuation, and usage and use of those in analytic writing and Shakespearean plays</li> <li>● Specific literary and dramatic terms</li> </ul>
<p><b>Language of Instruction</b></p>	<ul style="list-style-type: none"> <li>● See specific literary and dramatic terms listed in the Learning Targets above.</li> <li>● See the Targeted Writing Assessment rubric posted online for specific aspects of each writing product.</li> <li>● See the HPISD Eighth Grade specific vocabulary list in the Learning Targets above.</li> </ul>
<p><b>State Assessment Connections</b></p>	<ul style="list-style-type: none"> <li>● (8.10F) determine a text's main (or major) ideas and how those ideas are supported with details (text-based evidence)</li> <li>● (8.12F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</li> <li>● (8.10E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information</li> <li>● (8.10H) draw inferences such as conclusions or generalizations and support them with text evidence and experience</li> <li>● (8.12I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically</li> <li>● (8.12K) recognize how style, tone, and mood contribute to the effect of the text</li> <li>● All eighth grade students take the STAAR Reading 8 in March or April and must pass the assessment to be promoted to ninth grade. If students fail STAAR Reading in April, they will have two other opportunities to retake the assessment in</li> </ul>

	<p>the middle of May and finally in June.</p> <ul style="list-style-type: none"> <li>● Readiness and Supporting Standards must be included in each unit.</li> </ul>
<b>National Assessment Connections</b>	<ul style="list-style-type: none"> <li>● Teachers use Pre-AP strategies as they are teaching literature, analysis, and writing.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <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>● <i>To Kill a Mockingbird</i> (specific edition (the teacher will mention the exact ISBN) and the film version)</li> <li>● Books in teachers’ classrooms and the HPMS library</li> <li>● Various videos and movies from the HPMS library used at each teacher’s discretion (may also include excerpts/scenes from Shakespearean plays made into movies)</li> <li>● Excerpts from Shakespearean plays</li> <li>● Websites about Shakespeare’s language and theater (Google “Shakespearean language” for many options)</li> <li>● Books about Shakespeare’s language</li> <li>● <a href="http://www.ShakespearesGlobe.com">http://www.ShakespearesGlobe.com</a> (for numerous resources from the modern Globe Theatre in London, England)</li> <li>● A glossary/dictionary of Shakespearean words and their meanings</li> <li>● Various apps for information about Shakespearean language and his plays</li> <li>● <i>Literature: Grade 8</i> (current literature book from the 2009 adoption; teachers have class sets) including the glossary of terms in the back section of the textbook</li> <li>● <i>Writing Coach: Grade 8</i> (Prentice Hall/Pearson textbook; teachers have class sets)</li> <li>● Various anthologies</li> <li>● <i>Acts of Teaching</i> by Dr. Joyce Armstrong Carroll and Edward E. Wilson</li> <li>● <i>Dr. JAC’s Guide to Writing with Depth</i> by Dr. Joyce Armstrong Carroll</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 a 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> <p><b>Conventions of Language:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will focus on the following set of the eighth grade Written Conventions: <ul style="list-style-type: none"> <li>● using a participial phrases and infinitive phrases for the desired effect in an essay, especially as sentence beginnings</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>• using appositive phrases for a desired effect</li><li>• using the present perfect tense (literary present tense) for the analytic essay</li><li>• using the em dash for a desired effect</li><li>• using proper MLA style/format</li></ul> |
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