

8th Grade ELA Literary Drama

Time Frame: 8 weeks	Unit Title: Literary Drama	Course Name: 8th Grade Language Arts	
Stage 1: Desired Results			
Established Goal(s)	Transfer		
<p>Department Competencies Addressed: <i>Students will practice the ability to...</i></p> <p>1. Reading Literature (fiction & non-fiction): students are able to closely read and annotate a literary text, infer the author's intent and/or the text's theme, and cite textual evidence to support their understanding.</p> <p>3. Analytical Writing (Argumentative, Analysis, Explanatory Writing): students are able to develop and support a thesis with purposefully integrated evidence in an organized and compelling manner.</p> <p>5. Research: students are able to:</p> <ul style="list-style-type: none"> ● Effectively navigate databases for reliable sources. ● Assess or analyze sources for credibility and bias. ● Quote or paraphrase evidence while avoiding plagiarism while citing accurately (in-text citations and works cited). <p>6. Speaking & Listening: students are able to communicate effectively and respectfully using viewing, listening, and speaking skills for a range of purposes and audiences.</p> <p>Standards Addressed: <i>Students will practice the ability to...</i></p> <ul style="list-style-type: none"> ● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS.RL.8.2) ● Analyze the extent to which a film of a drama stays faithful to or departs from the script, evaluating the choices made by the director or actors. (CCSS.RL.8.7) ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS.W.8.7) ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.W.8.8) ● Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.8.9) ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.8.10) ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.SL.8.6) ● 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. (CCSS.L.8.4a) ● L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.8.5) ● L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS.L.5a) <p>Habits of Mind/Professionalism: <i>Students will practice the ability to...</i></p> <ul style="list-style-type: none"> ● Attentively listen to others ● Complete assignments thoroughly, thoughtfully, and on time ● Treat others with kindness ● Use class time and resources productively and respectfully 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Recognize when blind alliances, snap judgments, and heightened passions can lead to destructive consequences. ● Understand how individual conceptions of love guide one's choices in life. ● Use inflection to convey emotion in their speech and identify emotions when others speak 		
		Meaning	
		<p><u>Understandings</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People and events are interconnected, constantly influencing each other. ● Word choice, order of events, character interaction, and plot events all contribute to the development of both ideas and characters in a dramatic text. ● The relationship between written text and theatrical performances is closely linked. ● Individual conceptions of love guide one's choices in life. ● Love is sometimes irrational—passion sometimes colors perception. 	<p><u>Essential Questions</u> <i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How do people and events (both real and fictional) influence each other? ● How does an author's biographical information and source material influence his work? ● How does an author develop ideas presented in a dramatic text? ● How does an author develop characters in a dramatic text?
	Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Basic background information about Shakespeare, his source material, and his works ● How to approach, interpret, and respond to diverse works from various cultures and time periods without fear. ● That Shakespeare wrote about themes that are still relevant today. ● That literature is art and art imitates life. ● How to identify and portray character motivation and feeling in a literary drama. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the central ideas(s) and theme(s) when reading dramatic texts ● Make connections between biographical information about a playwright and his work ● Make connections between a playwright's source material and his work ● Understand and read the format of a dramatic work ● Analyze the representation of a subject or key scene in two different artistic forms ● Find and present textual evidence to support claims made about a dramatic text ● Map the development of ideas and characters in dramatic texts ● Recognize the relationships between events and people in dramatic texts 	