

## 8th Grade Quarter 4 Dramatically Speaking

**Unit Overview:** This unit focuses on the dramatic performances of speeches and plays. Students will study speeches to analyze how the viewpoint and the purpose of authors determine the language they choose to convey their message. They will also analyze a drama focusing on dialogue and point of view. For the culminating project, students will create a one scene/one act original play. This final 8th grade unit will conclude with the performances of these original plays.

### Stage 1 - Desired Results

**Note:** Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

### Overarching Goal Statements

**Note:** These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. <b>(RL.8.10).</b>	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently proficiently. <b>(RI.8.10).</b>	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 <b>(W.8.10).</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) <b>(SL.8.6)</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression <b>(L.8.6).</b>

### Standards

**Note:** The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

**Priority Standards:** This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in the instruction and assessments of this quarter.

**ELP Standards:** There are 10 [English Language Proficiency \(ELP\) standards](#) that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been

**Supporting Standards:** These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context* of the priorities and often serve as instructional scaffolds, but they do not receive the *same* degree of emphasis.

	aligned with the priority standards of the unit.	
<b>RL.8.1</b> <b>RL.8.3</b>  <b>RI.8.1</b> <b>RI.8.6</b>	<a href="#">ELP Standard 6-8.1</a>	RL.8.5 RL.8.6 RL.8.7
<b>RL.8.4</b>  <b>RI.8.4</b>	<a href="#">ELP Standard 6-8.8</a>	L.8.5
<b>W.8.4</b>	<a href="#">ELP Standard 6-8.2</a> (W.8.6) <a href="#">ELP Standard 6-8.3</a> (W.8.3) <a href="#">ELP Standard 6-8.4</a> (W.8.4) <a href="#">ELP Standard 6-8.7</a> (W.8.5)	W.8.3 W.8.5 W.8.6
<b>L.8.1.C-D</b>	<a href="#">ELP Standard 6-8.10</a>	

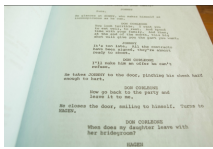
<b>Essential Questions</b> Students will keep considering:	<b>Understandings</b> Students will understand that:
<ol style="list-style-type: none"> <li>1. What techniques do writers use to create a specific impact for their audience?</li> <li>2. How is reading a speech, poem, or script different from watching it performed?</li> </ol> <p><i>Post Essential Questions in room and refer to often throughout unit. The essential questions should be the drivers of the unit.</i></p>	<ul style="list-style-type: none"> <li>● To achieve a specific purpose and effectively affect their audience, writers purposefully use diction, syntax, well-chosen details, and other elements.</li> <li>● Meaning is conveyed more precisely when watching/listening to a piece of text because the speaker's emotions, inflections, and tone are emphasized.</li> </ul>

Knowledge	Skills
<p><b>Students will acquire knowledge of:</b></p> <p>RL.6, RI.6, &amp; SL.6</p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Audience</li> </ul> <p>RL.7</p> <ul style="list-style-type: none"> <li>● Ways and reasons a film/movie stays faithful to or departs from original text</li> </ul> <p>RL.3 &amp; W.3</p> <ul style="list-style-type: none"> <li>● Elements of Drama <ul style="list-style-type: none"> <li>○ Script</li> <li>○ Act</li> <li>○ Scene</li> <li>○ Stage Directions</li> <li>○ Dialogue</li> <li>○ Monologue/Soliloquy</li> </ul> </li> </ul> <p>*See <a href="#">Literary Toolbox for 8th grade</a> for a comprehensive list of literary and writing terms.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to: <ul style="list-style-type: none"> <li>○ Comprehend, analyze, and critique a variety of increasingly complex texts,</li> <li>○ Develop appropriate grade level skills in writing,</li> <li>○ Develop appropriate grade level skills in language, and</li> <li>○ Develop appropriate grade level skills in speaking and listening</li> </ul> </li> </ul> <p>based on the standards at or above 8th grade level.</p>

**Stage 2 - Assessment Evidence**

**Note:** Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

**Summative Assessment**



[Common Assignment - One Scene/One Act Original Play](#)

## Stage 3 - Learning Activities

**Note:** Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



[Technology Integration](#)



[Language Support](#)



[Pre-AP Vertical Alignment](#)



[Instructional Strategies](#)



[ACT Resources and Support](#)



[Lessons with Embedded Empowering Writers' Strategies](#)



## Suggested Timeline

<b>Week 1</b>	 <a href="#">Unit Introduction</a> <b>RI.8.4 RI.8.6</b>	 <a href="#">Introduce Common Assignment - One Scene/One Act Play</a> <b>W.8.4 L.8.1</b> <b>W.8.3 W.8.5 W.8.6 L.8.5</b>
<b>Weeks 2 - 3</b>	 <a href="#">Speeches: Impact of Word Choice</a> <b>RI.8.4 RI.8.6</b>	 <a href="#">Independent Reading Expectations</a> <b>RL.8.1 RL.8.10</b>
<b>Weeks 4 - 7</b>	 <b>DRAMA</b> <a href="#">Drama Study</a> <b>RI.8.1 RL.8.1 RL.8.4 RL.8.6</b>	

	<p style="text-align: center;">RL.8.3 RL.8.5 RL.8.7 L.8.5</p> <div style="display: flex; justify-content: center; align-items: center;">  <div style="margin: 0 10px;">OR</div>  </div> <p style="text-align: center;"><a href="#"><u><i>A Midsummer Night's Dream</i> by Shakespeare</u></a> OR <a href="#"><u><i>A Raisin in the Sun</i> by Lorraine Hansberry</u></a></p>
<p style="text-align: center;"><b>Weeks 8 - 9</b></p>	<p style="text-align: center;"><b>Common Assignment</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="#"><u>One Scene/One Act Original Play</u></a></p>

[Citation for Images](#)