

Seneca R 7 School District Communication Arts Department Power Standards
 Currently Revising

Seneca R 7 School District Course: 8th Grade English Language Arts Grade Level 8

Unit 1	Topic	MLS	Overcoming Obstacles	Activities	Primary Resources	
1.1 --- 16 days	Theme	RL.1.D RL.2.A RL.2.D	Character Arc	<ul style="list-style-type: none"> Read & analyze short stories Answer text dependent questions about short stories Object that Represents You Thematic Statement Character, Theme, Repetition, & Symbolism One-Pager IXL: Match the quotations with their themes 	"The Treasure of Lemon Brown" by Walter Dean Myers (1983)	
		RL.1.D RL.3.B RL.3.C	Determine the Theme		"The Wise Old Woman" by Yoshiko Uchida	
		RL.1.A W.1.A.	Citing Text Evidence		"The Golden Curse" by Nathaniel Hawthorne (1851)	
		RL.1.D RL.3.B RL.3.C	Theme Development		"The Gift of the Magi" by O. Henry (1905)	
		Objectives	<ul style="list-style-type: none"> Identify a character's wants, needs, and obstacles. Differentiate between concrete and abstract nouns. Analyze symbolism in a text. State how a character changes in a text, citing evidence of this change. Determine the theme of a text and trace its development. 		Flocabulary: Theme	
		Key Terms	Protagonist, Antagonist, Static & Dynamic Characters, Character Arc, Conflict, Abstract & Concrete Nouns, Symbolism, Repetition, Universal Ideas, Archetypal Characters, Theme			
		Common Assessments	Unit 1.1 Summative: Theme			

Unit 1	Topic	MLS	Overcoming Obstacles	Activities	Primary Resources
1.2 --- 8 days	Informative Writing	W.2.A	Develop Ideas	<ul style="list-style-type: none"> Write a 5-paragraph essay Journal Prompts (Treasure, Fulfillment, Overcoming Obstacles) Clarify and expound upon quotes 	Develop ideas in a first draft (Smekens Education) The Five Paragraph Essay (Flocabulary) "Could Your Old Toys Be Worth a Fortune?" (Scholastic Scope)
		W.3.A	5-Paragraph Essay		
		W.3.A	Revise, Edit, and Publish Ideas		
		Objectives	<ul style="list-style-type: none"> Develop ideas for informative writing. Distinguish a topic sentence from supporting details. Outline a 5-paragraph essay. Write a coherent paragraph that flows logically from one idea to the next. Eliminate irrelevant details to create a unified paragraph. Write clear, complete, and concise sentences. 		
		Key Terms	Author's Purpose, Thesis		
Common Assessments	Unit 1.2 Summative: 5-Paragraph Essay				

Unit 2	Topic	MLS	Overcoming Fear	Activities	Primary Resources
2.1 --- 16 days	Building Suspense	RL.1.C RL.2.C	Mood	<ul style="list-style-type: none"> Read and analyze short stories Dramatic irony skits Answer text dependent questions about short stories Suspense task cards 	"Taming the Fear Monster" by Matthew Hutson (Scholastic Scope) "The Cemetery Path" by Leonard Q. Ross "The Legend of Sleepy Hollow" by Washington Irving,
		RL.2.B	Dramatic Irony		
		RL.1.D RL.2.D	Foreshadowing		
		RL.1.A RL.2.D	Characterization		

		Objectives	<ul style="list-style-type: none"> Identify the mood of a story and examine how the author creates this mood. Construct a short, suspenseful scene that uses dramatic irony. Identify dramatic irony and discuss its role in creating suspense. Identify foreshadowing in a text and discuss its role in creating suspense. Make inferences based on a character's actions and dialogue. 		<p>retold by Mack Lewis (Scholastic Scope)</p> <p>"Let 'em Play God" by Alfred Hitchcock</p> <p>"The Monkey's Paw" by W.W. Jacobs (1902)</p> <p>Building Suspense (Flocabulary)</p>	
		Key Terms	Allusions, Indirect Characterization, Dialogue, Dramatic Irony, Foreshadowing, Mood, Imagery, Setting			
		Common Assessments	Unit 2.1 Summative: Building Suspense			

Unit 2	Topic	MLS	Overcoming Fear	Activities	Primary Resources
2.2 --- 8 days	Narrative Writing	W.2.A W.3.A	Focus Ideas & Create Interest	<ul style="list-style-type: none"> Narrative Writing Assignment - Write a Suspenseful Story Journal Prompts (Fear, Courage, and Suspense) 	Excerpts from Novels (<i>The Night Gardener</i> by Jonathan Auxier, <i>The Graveyard Book</i> by Neil Gaiman, etc.)
		W.2.A	Develop the Setting & Mood		
		W.2.A	Develop the Characters & Point of View		
		W.2.A	Develop the Conflict & Resolution		
		W.3.A	Revise Sentence Structure and Word Choice		
		Objectives	<ul style="list-style-type: none"> Identify the parts of a narrative. Generate, select, focus, and organize ideas for a narrative. Write an effective beginning to a narrative. Establish and maintain a consistent point of view. 		

			<ul style="list-style-type: none"> • Develop characters when writing. • Add details that build suspense when writing. • Effectively conclude a narrative • Revise sentence structure and word choice to add suspense. 			
		Key Terms	Narrative Writing, Conflict, Climax, Resolution, Characterization, Dialogue, Imagery, Setting, Mood, Word Choice, Connotation, Rule of 3, Show don't Tell, Point of View, Dramatic Irony, Foreshadowing, Sentence Structure			
		Common Assessments	Unit 2.2 Summative: Narrative Writing			

Unit 3	Topic	MLS	Overcoming Despair	Activities	Primary Resources
3 --- 16 days	Drama	RL.2.A	Elements of a Drama	<ul style="list-style-type: none"> • Read and analyze a drama • Answer text dependent questions about a drama and/or a poem • Video diaries or interviews • Characterization poster • Compare the play with the Diary, Miep's Autobiography, and Film version • Essay: How can one maintain hope in the face of despair? • Argumentative Writing: Is the raven real? 	<i>The Diary of Anne Frank</i> by Frances Goodrich & Albert Hackett "Hope is the thing with feathers" by Emily Dickinson "Fire-Flowers" by Emily Pauline Johnson "Up Front with Sara Parker Pauley" <i>Missouri Conservationist</i> Vol. 81, Is. 5 "The Holocaust"
		RL.1.A RL.2.B RL.2.C RL.2.D RL.3.A	Act 1		
		RL.1.A RL.1.D RL.2.B RL.2.C RL.2.D RL.3.A	Act 2		
		RL.1.C RL.3.C RI.3.A	Historical Background		
		Objectives	<ul style="list-style-type: none"> • Identify the elements of a drama. • Make inferences and draw conclusions. • Analyze a character's thoughts, actions, and dialogue. 		

			<ul style="list-style-type: none"> • Make predictions based on textual clues. • Write an essay that cites text evidence. 		"The Raven" by Edgar Allan Poe	
		Key Terms	Act, Scene, Line, Intermission, Monologue, Dialogue, Cast, Crew, Director, Script, Props, Set, Stage Directions, Characterization			
		Common Assessments	Unit 3 Summative Essay: How can one maintain hope in the face of despair?			

Unit 4	Topic	MLS	Overcoming Injustice	Activities	Primary Resources	
4 --- 8 days	The Art of Persuasion	RI.1.A RI.1.D RI.2.A RI.2.C RI.2.D RI.3.A RI.3.C	Analyzing Speeches <ul style="list-style-type: none"> - Identifying Author's Purpose - Using rhetorical questions to persuade - Using repetition to persuade - Ethos, Pathos, Logos - Other rhetorical devices 	<ul style="list-style-type: none"> • Read and analyze speeches • Answer text ds about a speech • Socratic Seminar: Are words or actions more persuasive? 	Excerpts from "The Perils of Indifference" by Elie Wiesel (1999) "First They Came..." by Martin Niemoller (1950) "The Gettysburg Address" by Abraham Lincoln (1863) "Words Do Not Pay" by Chief Joseph (1879)	
		Objectives	<ul style="list-style-type: none"> • Analyze a speech's purpose and occasion. • Analyze rhetorical devices. 			
		Key Terms	Author's purpose, Rhetorical Devices, Rhetorical Questions, Repetition, Ethos, Pathos, Logos, Parallelism, Allusion, Alliteration, Connotation			
		Common Assessments	Unit 4 Summative: The Art of Persuasion			

Unit 5	Topic	MLS	Overcoming Distractions	Activities	Primary Resources
5 --- 16 days	Argumentative Reading, Writing, and Reasoning	SL.1.B SL.2.B RI.2.B RI.2.C RI.2.D RI.3.B	Evaluate an Argument	<ul style="list-style-type: none"> • Socratic Seminar: Is technology improving lives? • Read and analyze an argument • Answer text dependent questions about an argument • IXL Practice: Identify thesis statements, Distinguish facts from opinions, Choose evidence to support a claim, Identify counterclaims, etc. 	<p>Video: "Is Technology Making Life Better or Worse?"</p> <p>Khan Academy: Evaluating a sources reasoning and evidence</p> <p>"Game On" (iReady printable)</p> <p>Khan Academy: Multiple sources</p> <p>"The Super Mario Effect" Mark Rober TED Talk</p> <p>"They Failed, and So Can You" (Scholastic Scope)</p> <p>"Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success"</p>
		W.1.A	Research Skills		
		W.2.A W.3.A	Argumentative Writing		
		Objectives	<ul style="list-style-type: none"> • I can identify the parts of an argument including the author's viewpoint, supporting claims, evidence, reasoning, counterclaim, and rebuttal. • I can evaluate the effectiveness of an argument. • I can narrow a topic and generate a question to guide my research. • I can find and cite credible sources. • I can organize notes during research. • I can avoid plagiarism by paraphrasing a text, putting quotation marks around a direct quote, and citing my sources. • I can create a hook and introduce the topic. • I can write a clear and concise thesis statement. • I can write an organized body paragraph with a clearly stated claim, evidence, and reasoning. • I can use transitions to connect paragraphs, introduce evidence, and explain reasoning. • I can introduce a counterclaim and offer a reasonable rebuttal. • I can write a concluding paragraph that summarizes my main points and ends with a call-to-action. 		

		Key Terms	Author's Viewpoint, Claim, Evidence, Reasoning, Counterclaim, Rebuttal, Narrow a Topic, Cite, Bibliography, Credible Sources, Relevant Sources, Plagiarism, Thesis, Call-to-Action, Tone
		Common Assessments	Evaluate an Argument Research Skills Argumentative Writing

Unit 6	Topic	MLS	Overcoming All Odds	Activities	Primary Resources
6 --- 30 days	Novel Study	RL.1.A W.2.A RL.1.B SL.1.A RL1.D SL.1.B RL.2.C RL.2.D	Chapters 1-4 - Utopia	<ul style="list-style-type: none"> • Read and analyze a novel • Answer text dependent questions about a novel • Writing Prompts • Comprehension Quizzes • Vocabulary Quizzes • Socratic Seminars 	<i>The Giver</i> by Lois Lowry
		RL.1.A W.2.A RL.1.B SL.1.A RL1.D SL.1.B RL.2.C RL.2.D	Chapters 5-9 - Free Will		
		RL.1.A W.2.A RL.1.B SL.1.A RL1.D SL.1.B RL.2.A RL.2.C RL.2.D RL.3.B	Chapters 10-16 - Sameness		
		RL.1.A W.2.A RL.1.B SL.1.A RL1.D	Chapters 17-23 - Memories		

		SL.1.B RL.2.B RL.2.C RL.2.D RL.3.B RL.3.C			
		RL.3.A	Movie Comparison		
		Objectives	<ul style="list-style-type: none"> ● Draw conclusions about a society based on text evidence. ● Differentiate between connotative meanings. ● Determine the meaning of words using context. ● Determine the theme of a text and analyze its development over the course of a text. ● Analyze an author's choice concerning chapter length. ● Analyze specific word choices and how they contribute to meaning and tone. ● Explain the mentor archetype. ● Infer an author's reason for employing irony. ● Evaluate choices made by directors or actors. 		
		Key Terms	imagery, irony, flashback, foreshadowing, dynamic character, tone, connotation, climax, symbolism, theme		
		Common Assessments	Chapters 1-4 Quiz Chapters 5-9 Quiz Chapters 10-16 Quiz Chapters 17-23 Quiz		