

## POWER STANDARDS

### READING

1. Decode · Decode (i.e. fluency): who, what, where, when
  - o ACT CLR (close reading)
  - o ACT WME (word meaning/word choice)
  
2. Infer: why, how
  - o ACT IDT (ideas, themes, summaries)
  - o ACT PPV (purpose, point of view)
  - o ACT SYN (multiple texts)
  
3. Analyze (i.e. purpose): So what? Connections?
  - o ACT REL (relationships)
  - o ACT TST (text structure)
  - o ACTARG (arguments)

### WRITING

- Basic 6-12
  1. Brainstorm: Get an idea **IA401**
  2. Organize: an idea **ORG 401**
  3. Draft: Share your idea
  4. Gather
    - Simple sentences **L&C401**,
    - L.8.1.d recognize & correct verb shifts,**
    - L.8.2 demonstrate standards of English: capitalization, punctuation & spelling.**
    - Proper punctuation
  5. Edit
  
- Advanced 9-12
  - o Voice: Find your voice (audience)
  - o Fluency: Be fluent / structure (more complex sentence)
  - o Word Choice: Use words based on audience

### 8th Honors

UNIT	DURATION EXAMPLE	PRIORITY STANDARDS	TASKS	ASSESSMENTS EXAMPLES	SKILLS	INTERVENTIONS/ MODIFICATIONS
<u>Writing: Ideas</u>	Semester 1: 3 weeks	1. Brainstorm (I&A 400)	Ideas Notes Prompts practice	*Interim Assessment: <a href="#">Horror Story Contest</a>	- I can come up with a narrative story topic.	

		2. Draft (L&C 400) 3. Edit		Finalized & presentation *Final Assessment: Persuasive 5 Paragraph Essay, Culmination Project is Choice Essay into Leader vs. Loser Lincoln Douglas Debate.	- I can come up with a persuasive essay topic. - I can edit my writing. - I can edit someone else's writing. - I can draft a story. - I can draft a 5 paragraph essay. - I can come up with a thesis statement.	
<u>Writing:</u> <u>Organization</u>	Semester 2: 3-4 weeks	1. Brainstorm (I&A 401) 2. Organize (ORG 401) 3. Draft (L&C 401) 4. Edit	District Rubric, Transitions practice, Thesis statement practice, prompts	Final Assessment: 5 paragraph Instructional essay	- I can come up with an informative essay idea. - I can come up with a thesis statement. - I can organize a 5 paragraph essay. - I can use transition words to move from 1 idea to another. - I can draft a 5 paragraph essay. - I can edit my writing. - I can edit someone else's writing.	
<u>Grammar:</u>	Semester 1: (throughout whole semester)	3. Draft (L&C.400) 4. Edit	(Review noun through Direct Object) Introduce: Prepositions and Prepositional phrases - keep diagramming sentences w/ Prepositions added. Definitions and retention. Comma Rules: IC, (cc) IC/ IC/	*Interim Assessments: Gerplotz Project, Color Coding Grammar Worksheet. *Assessment: FINAL TEST, All subsequent writings.		

			adverbial conjunction, IC/ DC, IC. (Coordinating conjunctions, adverbial conjunctions, Subordinating Conjunctions			
<u>Edgar Allan Poe and the HORROR &amp; GOTHIC GENRE</u>  Evaluating literary genres enhances understanding of humanity.	Semester 1: 4-5 weeks	1. Decode (CLR.401 & 403 WME.401) 2. Infer (IDT.401-402, PPV.400, SYN.401) 3. Analyze (REL.401 & 402, TST.401, ARG.401)  1. Brainstorm (I&A 400, D&S.400) 2. Organize (ORG 400) 3. Draft (L&C 400)	Notes on horror gothic genre <b>Biography video on Poe's Life</b> <b>Smithsonian article: The Still Mysterious Death of Edgar Allan Poe/</b> Silent Debate (1 Contention 5 arguments and counter arguments)/ Horror Prompts/ Horror Story Contest and read aloud. <b>-The Black Cat</b> Socratic seminar <b>-The Masque of Red Death</b> MLA mask project, Socratic Seminar <b>-The Tell Tale Heart</b> <b>-The Cask of Amontillado</b> <b>-The Raven</b> <b>-Annabel Lee</b> <b>-Simpsons The Raven</b>	*Final Assessment: Horror & Gothic Choice Project	- I can make simple conclusions and locate details in literature. - I can understand how words shape, meaning, tone, purpose and mood in literature. - I can make an informed argument based on two pieces of literature and support my claim.. - I can compare 2 stories. - I can understand the order of events in literature. - I can tell how 1 or more sentences relates to the whole passage. - I can come up with an idea and support it with text. - I can organize my ideas into writing.	

			<p><b>-The Pit and the Pendulum</b></p>			
<p><u><b>A Separate Peace</b></u> <u>Point of View</u></p>	<p><b>Semester 2:</b> <b>4 weeks</b></p>	<p>-Decode (CLR.401-403 WME.401) -Infer (IDT.401 &amp; 402, PPV.401 &amp; 402) -Analyze (REL.403, TST.401-404)</p> <p>1. Brainstorm (I&amp;A 400, D&amp;S.400) 2. Organize (ORG 400) 3. Draft (L&amp;C 400)</p>	<p>POV Notes &amp; Comic Strip Assignment, homework reading, <b>Movie Trailer, Some Nights music video,</b> Pre reading bias questions. <b>Movie with permission.</b></p>	<ul style="list-style-type: none"> <li>Assessments: Unit end reading log, Character quiz group project, Final Exam: persuasive timed write.</li> </ul>	<p>- I can make simple conclusions and locate details in literature. - I can paraphrase challenging passages in literature. - I can understand how words shape meaning, tone, purpose and mood in literature. -I can identify a central idea and theme in literature. -I can understand the purpose of a piece of literature. -I can identify the point of view of a piece of literature -I can identify cause and effect within literature. -I can tell how one or more sentences relate to the whole passage. -I can examine the structure of literature.</p> <p>-----</p> <p>- I can come up with a persuasive essay topic. - I can edit my writing. - I can edit someone else's writing. - I can draft a 5 paragraph essay.</p>	

					- I can come up with a thesis statement.	
<u><b>Two Old Women &amp; Theme</b></u>	Semester 2	-Decode (CLR.401-404) -Infer (IDT.401 & 402, PPV.400) -Analyze (REL.400)	THEME NOTES, homework reading, <b>Lorenzo Disney Pixar Short</b> Socratic Seminar & Cold Prompts <b>Yukon Men Calvin &amp; Hobbes</b> reverse engineer theme proj *Theme Display Project and Presentation	Unit end reading log, quizzes, *Theme Display Project and Presentation	- I can make simple conclusions and locate important details in literature. - I can paraphrase literature. - I can identify a central idea and theme in literature. - I can understand the purpose of a piece of literature. - I can compare ideas within a piece of literature. - I can identify cause and effect within a piece of literature.	
<u><b>How to Build a Fire by Jack London</b></u>	Semester 1 3 weeks	1.Decode (CLR.401-403) 2.Infer (IDT.401-402, PPV.401) 3.Analyze (REL.402-403, SYN.401)	<b>Independent Read</b> Socratic Seminar	Socratic Seminar	- I can make simple conclusions and locate details in literature. - I can understand the central idea & theme in literature. - I can understand the purpose of a piece of literature. - I can compare 2 stories. - I can identify cause and effect within a piece of literature. - I can make conclusions from 2 pieces of literature.	

<p><u>Call of the Wild by Jack London &amp; LITERARY DEVICES</u></p>	<p>Semester 1</p>	<p>-Decode (CLR.401-403)          -Infer (IDT.401-402, PPV.401)          -Analyze (REL.402-403) (SYN.401)</p>	<p>Lit Devices Notes          Prompts          Socratic Seminar or Debate (?depending)  <b>White Fang movie</b>          vs. <i>Call of the Wild</i> novel</p>	<p><a href="#">Unit End Reading Log</a>          *Group Novel to Map Project</p>	<ul style="list-style-type: none"> <li>- I can make simple conclusions and locate details in literature.</li> <li>- I can understand the central idea &amp; theme in literature.</li> <li>- I can understand the purpose of a piece of literature.</li> <li>- I can compare 2 stories.</li> <li>- I can identify cause and effect within a piece of literature.</li> <li>- I can make conclusions from 2 pieces of literature.</li> </ul>	
<p><u>The Outsiders</u></p>	<p>Semester 1:          2-3 weeks</p>	<p>-Decode (CLR.401-404)          -Infer (IDT.401-403, PPV.401)          -Analyze (REL.401, TST.401)</p>	<p>Tragic Hero Notes  <b>Crash Course US History 1970s</b>          Tragic Hero Reading Log          Prompts, quizzes,  <b>Movie</b></p>	<p>*Tragic Hero Socratic Seminar</p>	<ul style="list-style-type: none"> <li>- I can make simple conclusions and locate details in literature.</li> <li>- I can paraphrase challenging passages in literature.</li> <li>- I can understand the central idea &amp; theme in literature.</li> <li>- I can summarize somewhat challenging passages in literature.</li> <li>- I can understand the purpose of a piece of literature.</li> <li>- I can tell how 1 or more sentences relates to the whole passage.</li> </ul>	

<p>*10 Week Etymology Unit: Latin Roots <b>Textbook:</b></p>	<p>Semester 1 (Once a week)</p>		<p>Worksheets, brainstorming activities, flashcards</p>	<p>*Weekly Assessment Quizzes</p>		
<p><b>Sherlock Holmes &amp; Origin Stories</b></p>	<p>Semester 2 3 weeks</p>	<p>1)Decode (CLR.401-403, WME.401-402) 2)Infer (IDT.401-403, PPV.401-402, SYN.401) 3)Analyze (REL.401-2-402, TST.401&amp;404)</p> <p>1. Brainstorm (I&amp;A 400, D&amp;S.400) 2. Organize (ORG 400) 3. Draft (L&amp;C 400)</p>	<p>-<i>A Study in Scarlet</i> -<i>The Adventure of the Speckled Band</i> ORIGIN NOTES</p>	<p>*Unit end reading log, 5 paragraph Comparative Essay</p>	<ul style="list-style-type: none"> <li>- I can make simple conclusions and locate details in literature.</li> <li>- I can understand the central idea &amp; theme in literature.</li> <li>- I can summarize somewhat challenging passages in literature.</li> <li>- I can understand the purpose of a piece of literature.</li> <li>- I can identify the point of view in a piece of lit.</li> <li>- I can make conclusions from 2 pieces of literature.</li> <li>- I can compare 2 stories.</li> <li>- I can identify cause and effect within a piece of literature.</li> <li>- I can tell how 1 or more sentences relates to the whole passage.</li> <li>- I can examine the structure of intermediate literature.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>- I can come up with a persuasive essay topic.</li> </ul>	

					<ul style="list-style-type: none"><li>- I can draft a 5 paragraph essay.</li><li>- I can come up with a thesis statement.</li><li>-I can edit my writing.</li><li>- I can edit someone else's writing.</li></ul>	
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