

Pacing Guide for English Studies 8: Quarter One 2010-2011

Do not teach "A Blind Man Catches a Bird" or "A Hike in New York City"

Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
Introduce independent reading "projects." Check progress throughout quarter.			Quarter 1; ongoing
Begin required Academic Vocabulary Instruction using the literary elements and figurative language. MediaSmart: from <i>Sisterhood of the Traveling Pants</i> See Six-Step Academic Vocabulary Model	Initial instruction of 11 Required Academic Vocabulary words; Six-Step Vocabulary Model	Up to 5 days	Quarter 1; Week 1
Junior Great Books Series 7: Introduce Shared Inquiry Method (pp. i-xi). Read "Harrison Bergeron" (pp. 1-9), and hold a Shared Inquiry Discussion. Note: The Shared Inquiry Method should be used throughout the year.	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <input type="checkbox"/> antagonist <input type="checkbox"/> foreshadowing <input type="checkbox"/> flashback <input type="checkbox"/> hyperbole <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	3-5 days	Quarter 1; Week 2
Re-introduce the writing process (Writing Handbook R28-R34) . Write a critical analysis (742-748)/persuasive essay (1016-1023) on some aspect of "Harrison Bergeron." MediaSmart: Political Cartoons See <i>Writing Guidelines</i> for critical analysis (pp. 14) See <i>Anchor Papers</i> June 06	<input type="checkbox"/> allusion <input type="checkbox"/> antagonist <input type="checkbox"/> foreshadowing <input type="checkbox"/> hyperbole <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype	5 days including word processing	Quarter 1; Week 3
Read " Flowers for Algernon " in <i>Literature (188-215)</i> , using directed reading. Engage students in a shared inquiry discussion.	<input type="checkbox"/> allusion <input type="checkbox"/> antagonist <input type="checkbox"/> flashback <input type="checkbox"/> foreshadowing <input type="checkbox"/> hyperbole <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	Up to 10 days	Quarter 1; Weeks 4-5
Write an autobiographical memoir (111-116) . See <i>Writing Guidelines</i> for autobiographical memoir writing. See <i>Anchor Papers</i> .	<input type="checkbox"/> allusion <input type="checkbox"/> antagonist <input type="checkbox"/> foreshadowing <input type="checkbox"/> hyperbole <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	Up to 5 days	Quarter 1; Week 6
Read another selection from <i>Junior Great Books</i> . Select with a comparison/contrast paper in mind. "The White Circle" lends itself to the comparison/contrast mode re the two boys, their families, their socioeconomic status, their intrinsic morals, and their capacity for hate.	Use the appropriate Required Academic Vocabulary words.	Up to 5 days including formal discussion	Quarter 1; Week 7
Write a comparison/contrast paper (pp. 424-431) on the chosen selection. See <i>Writing Guidelines</i> for Point by Point Comparison/Contrast form.	Use the appropriate Required Academic Vocabulary words.	5+ days including word processing	Quarter 1; Week 8+
Administer a timed writing connected to first quarter curriculum.	Use of some of the RAV words is expected in the timed writing responses.	1-2 days	Quarter 1; Week 9

Pacing Guide for English Studies 8: Quarter Two 2009-2010

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Topic(s)--Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
Remind students about their independent novel for second quarter.			Ongoing
Read “ The Tell-Tale Heart ” (76-84). Include United Streaming videos. Student groups will plan and stage trials of Mr. Narrator—opening remarks of prosecutor and defense attorney (persuasive writing/speaking). Real world career connections and public speaking experiences occur as students develop questions for the witnesses. Trial may be staged, turned into a film, etc.	<input type="checkbox"/> analogy <input type="checkbox"/> antagonist <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist	Up to 5 days— use overflow from Lit. Circles or a day from business letters	Quarter 2; Weeks 1-2
Read <i>Skellig</i> or <i>Jesse</i> as whole class instruction. Include quick writes, double-entry journals , and tickets in or out the door. Write a critical analysis (742-748)/persuasive paper (1016-1023) on <i>Skellig</i> or <i>Jesse</i> . NOTE: Make sure students have completed one persuasive and one critical analysis (referred to in <i>Literature</i> as literary analysis).	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	Up to 10 days with quick writes Up to 10 days	Quarter 2; Weeks 2-3 Quarter 2; Weeks 3-4
Read a selection from <i>Junior Great Books</i> . Use required academic vocabulary instruction applied to the selection (plot, theme, etc.).	Use the RAV words that apply.	3-4 days	Quarter 2; Week 5
Literature Circles/Novel Study: <i>Monster, To Kill a Mockingbird, Fahrenheit 451, My Brother Sam is Dead, or Watership Down</i> . Students select a curriculum approved novel. Group by novel choices. Use shared inquiry method in small groups. Writing to learn writing required during the 15-day allotment (double-entry journals, response journals, poetry, letters, paragraphs on directed questions, and/or timed writing).	Use as many of the 11 RAV words as possible in each Literature Circle.	Up to 15 days	Quarter 2; Weeks 6-8
The District’s Career Plan requires 8 th graders to revisit their career work from 7 th grade, specify a career pathway, revisit ihaveaplan.gov, and obtain parent signatures on career plans, which will be kept in the cumulative folders. Counselors will be heavily involved. Students will complete a reflective response for their cumulative folders.	Counselors will be heavily involved.	Up to 4 days	Schedule during 2 nd Quarter
Write a business letter (p. 43) related to the chosen career.		Up to 4 days	Quarter 2; Week 9
Optional: Allow time to share independent novel responses for 2 nd quarter.			Quarter 2; Week 9
Give District Final Assessment Semester One. Record N, M, & E on eSIS in spreadsheet and standardized tests—reading and comprehension.		1-2 days	Quarter 2; Week 9

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**Pacing Guide for English Studies 8: Quarter Three
2009-2010**



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Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
Remind students about their independent novel for third quarter.			Ongoing
<p><i>The Diary of Anne Frank</i> pp. 484-542 in the <i>Literature</i> text. “A Diary from Another World” pp. 545-546 From <i>The Last Seven Months of Anne Frank</i> pp. 547-552 MediaSmart: from <i>Anne Frank Remembered</i> Include documentary United Streaming videos and other outside resources to build background knowledge. May use “Diary of a Young Girl: Anne Frank,” in <i>Junior Great Books</i> instead of the play.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> flashback <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol 	Up to 15 days	Quarter 3; Weeks 1-3
Academic Vocabulary Instruction: Words related to <i>Pathways Research Model</i> & general Holocaust vocabulary		Up to 5 days	Quarter 3; Week 4
<p>Work through writing the Research Paper/Research Project (1034-1067) using the <i>Pathways Research Model</i>. MediaSmart: News Reports <i>Pathways Research Model</i> includes pre-search, search, interpretation, communication, and evaluation. The appreciation stage occurs with the reading of the play and added materials that provide background knowledge. This includes the mind map and Inspiration software and use of the LMC and the computer labs. The focus is on the research; the project will present rigorous research in a more modern format with graphics. The focus of the research could align the student’s career choice.</p>		Up to 45 days	Quarter 3; Weeks 5-9
Use class time to share independent novel responses at the end of third quarter and/or Research Projects.		1 day	Quarter 3; Week 9

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**Pacing Guide for English Studies 8: Quarter Four
2009-2010**

Do not teach “A Blind Man Catches a Bird” or “A Hike in New York City”

Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
Remind students about the independent novel for quarter four.			
Apply the shared inquiry method to poetry. Address the literary devices in poetry (576-640) . Use the six-step vocabulary instruction method.	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <input type="checkbox"/> irony <input type="checkbox"/> foreshadowing <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	Up to 5 days	Quarter 4; Week 1
Write a series of poems . Word process and illustrate.		Up to 5 days	Quarter 4; Week 2
Read a selection from <i>Junior Great Books</i> or <i>Literature</i> . Keep in mind the character sketch writing assignment when you select the short story.	Use the RAV words appropriate to the selection chosen.	Up to 3 days	Quarter 4; Week 3
Write a character sketch (292-299) .  MediaSmart: from <i>Whale Rider</i>		3-4 days including word processing	Quarter 4; Week 4
Propaganda and Advertising Unit (980-983) Use PBS.org. Search advertising topics and “Don’t Be Tricked.” Collaboratively, students will create/modify a product then develop advertising campaigns for potential buyers (individual work within the group).  MediaSmart: <i>Star Wars</i> Ad Campaign	<input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	Up to 10 days	Quarter 4; Weeks 5-6
Reserve time for independent novel responses and/or advertising campaigns.		1-2 days	Quarter 4; Week 7
Create and play vocabulary games using academic vocabulary studied during the year—create metaphors & analogies.	Use all 11 RAV words.	3-5 days	Quarter 4; Weeks 7-8
Timed Writing: End-of-the-year self-evaluation See <i>English Studies 8 Curriculum Guide</i>		1-2 days	Quarter 4; Week 8
Loose ends and District Final Assessment. GIVE THE FINAL THE FIRST TWO WEEKS IN MAY. Record N, M, & E on District Final in eSIS spreadsheet and standardized tests. Record N, M, and E for writing progress during the year.		Up to 5 days	Quarter 4; Week 9

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