



Pacing Guide for Language Arts 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
<p>Begin the required Academic Vocabulary Instruction (11 words); add the literary elements and figurative language. Use Six-Step Academic Vocabulary Model with: allusion, analogy, antagonist, flashback, foreshadowing, hyperbole, irony, motivation, protagonist, stereotype, and symbol.</p>	Initial work with all eleven RAV words.	Up to 5 days	Quarter 1; Week 1
<p>ACT Skills: English</p> <p>Unit 1: Suspicion  MediaSmart: from <i>Sisterhood of the Traveling Pants</i> Choose at least three from this list: “The Elevator” pp. 27-31 <i>The Hitchhiker</i> pp. 86-98 from <i>Hoot</i> pp. 100-105 “Monkey’s Paw” pp. 358-371 “The Lady, or the Tiger?” pp. 682-692 “Us and Them” pp. 716-725 Required selection: “The Tell-Tale Heart” pp. 76-84 (if time allows, plan and stage trial of Mr. Narrator—prep work for persuasive writing) Read another selection(s) if time permits. Revisit Literary Elements: Plot (27-31, 33-43, 333-355), theme (442-447, 455-460), setting (314-315, 317-324), characters (R103, 239-247, 248-251), point of view (162-163), and conflict (24-25, 310-311). Continue use of Six-Step Academic Vocabulary Model.</p>	<p style="text-align: center;">Apostrophe</p> <ul style="list-style-type: none"> <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol 	10-15 days	Quarter 1; Weeks 1-3
<p>Re-introduce the Writing Process (Writing Handbook R28-R34).  MediaSmart: Political Cartoons Write a persuasive essay (pp. 1016-1023) based upon the issues or literary elements in Unit 1. Use current District <i>Anchor Papers</i> to model expectations for students.</p>		Up to 5 days	Quarter 1; Week 4
<p>ACT Skills: English</p> <p>Unit 2: Literature Circles Each group selects a novel from the following list: <i>Colibri, Criss Cross, Feed, Scorpions,</i> and <i>Wringer</i>. Read using BDA strategies. Suggested activities: reader-response journals, double-entry journals, quick writes, QAR’s, Read Alouds, Think Alouds, blogging among classes. Suggested novel projects: rewrite as a children’s book with illustrations, create a shadow box, create a book in a bag, create a flip book, create a comic strip, create a facebook page, create a website—.</p>	Diction	8-15 days	Quarter 1; Weeks 6-8
<p>Write a business letter (p. 43) based upon Literature Circle novels—focus on characters, issues, or authors.</p>		1-2 days	Quarter 1; Week 9

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Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
<p>Unit 3: Adversity Choose three short stories in addition to the required selection.</p> <p>"Mysterious Mr. Lincoln" pp. 274-281 "Raymond's Run" pp. 32-43 "The Treasure of Lemon Brown" pp. 168-179 "My First Free Summer" pp. 110-116 "Civil War Journal" pp. 327-331 from <i>Harriet Tubman: Conductor on the Underground Railroad</i> pp. 258-271 + supplemental selections "Story of an Eyewitness" pp. 396-404 "Leaving Desire" pp. 405-413 "The Ransom of Red Chief" pp. 46-59 Required Selection: "Flowers for Algernon" pp. 188-215</p> <p>Read another selection(s) if time permits. Read using BDA (before, during, and after reading) strategies. Continue use of academic vocabulary instruction in conjunction with the short stories. Continue use of Six-Step Academic Vocabulary Model.</p>	<input type="checkbox"/> allusion <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol <input type="checkbox"/> flashback <input type="checkbox"/> foreshadowing <input type="checkbox"/> hyperbole <input type="checkbox"/> protagonist <input type="checkbox"/> antagonist	Up to 15 days	Quarter 2; Weeks 1-3
ACT Skills: English	Pronouns		
Using the point-by-point method , write a comparison/contrast paper (424-431) to explore the adversity faced within the selections in Thematic Unit 3. See the <i>District's Writing Guidelines and Anchor Papers</i> .		Up to 10 days—	Weeks 4-5
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 their cumulative folders. Counselors will be heavily involved. Students will submit a reflective response which will also be filed in cumulative folders.	Counselors will be heavily involved.	Up to 3 days	Schedule during 2 nd Quarter
<p>Unit 4: Diversity Choose at least five selections.</p> <p>From <i>The Pearl</i> pp. 810-815 "Clean Sweep" pp. 62-73 "Rules of the Game" pp. 222-235 "The Great Rat Hunt" pp. 118-129 "Medicine Bag" pp. 238-247 "Who Are You, Maria?" pp. 248-251 "Going Where I'm Coming From" pp. 380-390 "Dreams from My Father" pp. 830-845 "Out of Bounds" pp. 782-799</p> <p>Read another selection(s) if time permits. Continue use of academic vocabulary instruction in conjunction with the short stories. Continue use of Six-Step Academic Vocabulary Model.</p>	<input type="checkbox"/> flashback <input type="checkbox"/> motivation <input type="checkbox"/> allusion <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 2; Weeks 6-8
First Semester Final Assessment. Record N, M, & E in eSIS under Reading and Comprehension.		1-2 days	Week 9

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Quarter Three 2010-2011

Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
<p>Unit 5: <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></p> <p>Include documentary streaming videos and other outside resources to build background knowledge and fulfill the Appreciation stage of <i>Pathways Research Model</i>. Read using BDA (before, during, and after reading) strategies. Continue use of academic vocabulary instruction in conjunction with the short stories. Continue use of Six-Step Academic Vocabulary Model.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> allusion <input type="checkbox"/> analogy <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 20 days	Quarter 3; Weeks 1-4
<p>ACT Skills: English</p>	Sentence Structure		← - - - - Formatted: Bullets and Numbering
<p>Work through Research Paper Writing (1034-1067). Use the <i>Pathways Research Model</i>, including 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. Students may have the option of creating well-developed PowerPoint presentations using the Pathways Research Model, research format, and illustrations. The emphasis is on using the research model—whether the outcome is a research paper or a research project. 📺MediaSmart: News Reports</p> <p>See <i>Pathways Research Model</i> in LA Curriculum Guide. See <i>District Research Guidelines</i>. See <i>District Anchor Papers</i></p>		Up to 25 days	Quarter 3; Weeks 5-9

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Quarter Four 2010-2011

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Topic(s) – Selection titles, writing assignment type, etc.	Academic Vocabulary	Suggested # of Days	Suggested Dates
Unit 6: Powerful Punch (Poetry) pp. 576-640 Choose a minimum of ten selections. Explore use of abstract thought through a variety of poetry on varied topics by different authors. Explore literary analysis (648-654, 742-748) . Write an original poem .	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <input type="checkbox"/> irony <input type="checkbox"/> symbol	Up to 5 days	Quarter 4; Weeks 1-2
Write a character sketch (292-299) , building upon the poetic devices covered in Unit 6.  MediaSmart: from <i>Whale Rider</i>		1-3 days	Quarter 4; Week 3
Unit 7: Technical Writing (R42-R45) Choose from the following: Write a cover letter for a desired job. Write a résumé of your school experience. Fill out a job application. Write detailed directions for: making your favorite meal. the perfect paper airplane. getting from your house to school. writing the perfect paragraph. how to get a date for the 8 th grade dance. Write a letter to a future 8 th grader with survival strategies. Write a letter to the editor. Continue use of academic vocabulary instruction in conjunction with the short stories. Continue use of Six-Step Academic Vocabulary Model.	<input type="checkbox"/> antagonist <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 4; Weeks 4-5
ACT Skills: English	Sentence Structure		←
Unit 8: Propaganda/Advertising (980-983) Use PBS.org. Search advertising topics and “Don’t Be Tricked.”  MediaSmart: <i>Star Wars</i> Ad Campaign Students will work collaboratively to create or modify a product then design advertising campaigns (individual work within the group) for perspective buyers. Present to class.	<input type="checkbox"/> allusion <input type="checkbox"/> stereotype <input type="checkbox"/> motivation <input type="checkbox"/> irony <input type="checkbox"/> symbol <input type="checkbox"/> hyperbole	5-10 days	Quarter 4; Weeks 6-7
Create PowerPoint slideshows (p. 431) using the academic vocabulary studied throughout the year. If computer access is difficult, have students illustrate by hand.		Up to 5 days	Quarter 4; Week 8
Student Final Assessment. Students will receive their writing portfolios (pure folders) to use in metacognitive reflective writing. District Final Assessment: Record N, M, & E in eSIS and spreadsheet (score). Remember to give a N, M, or E for overall writing progress during the year.	Required Academic Vocabulary	Up to 5 days	Quarter 4; Week 9

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