

## Pacing Guide for English Studies 8: Quarter One 2008-2009

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
Begin required <b>Academic Vocabulary Instruction</b> using the literary elements and figurative language. 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
<i>Junior Great Books</i> : Introduce <b>shared inquiry method</b> . Read “Harrison Bergeron,” and hold a shared inquiry discussion	<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	pp. i-xi pp. 1-9	3-5 days	Quarter 1; Week 2
Re-introduce the writing process. Write a <b>critical analysis/persuasive essay</b> on some aspect of “Harrison Bergeron.” See <i>Writing Guidelines</i> for critical analysis. See Anchor Papers 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	pp. 14	5 days including word processing	Quarter 1; Week 3
Read “Flowers for Algernon” in <i>Literature and Language</i> , using the shared inquiry method.	<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	pp. 267-295	Up to 10 days	Quarter 1; Weeks 4-5
Write an <b>autobiographical memoir</b> using an aspect of “Flowers for Algernon”—intelligence, stereotypes, personal challenges. See <i>Writing Guidelines</i> for autobiographical memoir writing.	<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 <b>comparison/contrast</b> paper in mind.	Use the appropriate Required Academic Vocabulary words.		Up to 5 days including formal discussion	Quarter 1; Week 7
Write a comparison/contrast paper on the selection above or related to interdisciplinary units devised by teams. 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+
Use last days/week of quarter to share <b>independent reading</b> “projects” and test required academic vocabulary. Administer a <b>timed writing</b> connected to first quarter curriculum.	Use of some of the RAV words is expected in the timed writing responses.		1-3 days	Quarter 1; Week 9

**Pacing Guide for English Studies 8: Quarter Two  
2008-2009**

<b>Topic(s)—Selection titles, writing assignment type, etc.</b>	<b>Required Academic Vocabulary</b>	<b>Text pages (if applicable)</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
Read “ <b>The Tell-Tale Heart.</b> ” Include streaming videos. Use the six-step vocabulary instruction method. 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 he witnesses.	<input type="checkbox"/> analogy <input type="checkbox"/> antagonist <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist	pp. 129-137	Up to 5 days—use overflow from Lit. Circles or a day from business letters	Quarter 2; Weeks 1-2
Read <i>Skellig</i> as whole class instruction. Include <b>quick writes, double-entry journals, and tickets in or out</b> the door.  Write a critical/persuasive paper on Skellig. <b>NOTE:</b> Make sure students have completed one persuasive and one critical 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	Entire book	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
<b>Literature Circles/Novel Study:</b> Students select a curriculum approved novel. Group by novel choices. Use shared inquiry method in small groups. Quick writes required during the 15-day allotment (poetry, letters, paragraphs on directed questions, and/or timed writing). Use Trouble Slips, “I Don’t Understand” color coding strategies (K. Gallagher).	Use as many of the 11 RAV words as possible in each Literature Circle.		Up to 15 days	Quarter 2; Weeks 6-8
<b>The District’s Career Plan</b> requires 8 <sup>th</sup> graders to revisit their career work from 7 <sup>th</sup> grade, specify a career pathway, revisit Choices Explorer, and obtain parent signatures on career plans, which will be kept in the cumulative folders. Counselors will be heavily involved.		Counselors will provide materials; PC Lab access is required.	Up to 3 days	Schedule during 2 <sup>nd</sup> Quarter
Write a <b>business letter</b> related to the novel chosen above. Allow time to share independent novel responses for 2 <sup>nd</sup> quarter.			Up to 4 days	Quarter 2; Week 9
<b>Give District Final Assessment Semester One. Record N, M, &amp; E on E-SIS.</b>			1-2 days	Quarter 2; Week 9

**Pacing Guide for English Studies 8: Quarter Three  
2008-2009**

<b>Topic(s) – Selection titles, writing assignment type, etc.</b>	<b>Required Academic Vocabulary</b>	<b>Text pages (if applicable)</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
Read <i>The Diary of Anne Frank</i> in the <i>Literature and Language</i> text. Include documentary 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.	<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	pp. 493-580  pp. 93-153	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
Work through writing the <b>I-Search paper</b> using the <i>Pathways Research Model</i> . This 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.			Up to 45 days	Quarter 3; Weeks 5-9
Use class time to share independent novel responses at the end of third quarter.			1 day	Quarter 3; Week 9

**Pacing Guide for English Studies 8: Quarter Four  
2008-2009**

<b>Topic(s) – Selection titles, writing assignment type, etc.</b>	<b>Required Academic Vocabulary</b>	<b>Text pages (if applicable)</b>	<b>Suggested # of Days</b>	<b>Suggested Dates</b>
Apply the shared inquiry method to poetry. Address the literary devices in <b>poetry</b> . 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 and Language</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 <b>character sketch</b> .		<i>Guidelines for Writing Types</i>	3-4 days including word processing	Quarter 4; Week 4
<b>Propaganda and Advertising Unit</b> from Curriculum Guide	<input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	pp. 77-79	Up to 10 days	Quarter 4; Weeks 5-6
Reserve time for independent novel responses			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: <b>End-of-the-year self-evaluation</b> See <i>English Studies 8 Curriculum Guide</i>		p. 74a	1-2 days	Quarter 4; Week 8
Loose ends and <b>District Final Assessment. GIVE THE FINAL THE FIRST TWO WEEKS IN MAY. Record N, M, &amp; E in E-SIS.</b>			Up to 5 days	Quarter 4; Week 9