

Davenport Community Schools Secondary Language Arts

**Pacing Guide for Language Arts 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 the required Academic Vocabulary Instruction (11 words) ; add the literary elements and figurative language. See Six-Step Academic Vocabulary Model.	Initial work with the 13 Required Academic Vocabulary words and Six-Step Model.		Up to 5 days	Quarter 1; Week 1
Thematic Unit 1: “Stop the Sun,” “Von,” Home Front,” and “from Wear it Proudly” all deal with some aspect of war/conflict. Choose from this list. Continue use of Six-Step Academic Vocabulary Model.	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <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"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	pp. 17-25 pp. 68-79 pp. 258-264 p. 265	10-15 days	Quarter 1; Weeks 2-3
Re-introduce the writing process. Write a persuasive essay based upon the issues generated in Thematic Unit 1. NOTE: LA 8 requires eight polished writing assignments during the year. Only seven types are specified in this pacing guide. Each teacher should determine which type of writing is most difficult for students and revisit that type for the eighth required writing assignment. See Anchor Papers Nov. 06			3 days including word processing	Quarter 1; Week 3
Thematic Unit 2: “Foul Shots,” “Once Upon a Time When We Were Colored,” “Dinner Party,” “White Mice,” and “Conversational Ballgames,” all deal with discrimination of some kind. Choose from this list. 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.	<input type="checkbox"/> analogy <input type="checkbox"/> antagonist <input type="checkbox"/> irony <input type="checkbox"/> protagonist <input type="checkbox"/> motivation <input type="checkbox"/> stereotype	pp. 373-379 pp. 47-55 pp. 28-31 pp. 386-398 pp. 380-385	Up to 10 days	Quarter 1; Weeks 4-5
Using the point-by-point method, write a comparison/contrast paper to explore racism, stereotypes, discrimination, and/or cultural differences in life or within the selections in Thematic Unit 2. See Writing Guidelines and Anchor Papers.			8-10 days	Quarter 1; Weeks 6-7
Read “ <i>The Tell-Tale Heart</i> .” Include streaming videos. Use six-step vocabulary instruction method and BDA Rdg. Strategies.	<input type="checkbox"/> irony <input type="checkbox"/> motivation	pp. 129-137	1-2 days	Quarter 1; Week 8
Students will plan and stage trials of Mr. Narrator from “The Tell-Tale Heart.” Stress the rough-draft writing of the opening remarks of both the defense attorney and the prosecutor as persuasive writing. Real world career connections and public speaking experiences occur as students develop questions for the witnesses.		pp. 129-137	Up to 5 days— including one day to present trials	Quarter 1; Week 9

**Pacing Guide for Language Arts 8: Quarter Two
2008-2009**

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
Thematic Unit 3: “Flowers for Algernon” & “Raymond’s Run”: themes explore intelligence stereotypes, medical/ethical issues, and mental/physical challenges. 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.	<input type="checkbox"/> allusion <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	pp. 267-295 pp. 103-114	Up to 15 days	Quarter 2; Weeks 1-3
Write a business letter based upon the issues and situations in Thematic Unit 3. The intent is that the business letter will generate writing of a higher quality and depth than ordering a CD.			Up to 10 days including word processing	Quarter 2; 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 Choices Explorer, and obtain parent signatures on career plans, which will be kept in their cumulative folders. Counselors will be heavily involved.		Counselors will provide materials; PC Lab access is required.	Up to 3 days	Schedule during 2 nd Quarter
Thematic Unit(s) 4: Choose one group/theme. “Inn of Lost Time,” “Rip Van Winkle,” “Paul Revere’s Ride,” and “Pompeii”: themes explore concept of time. 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.	<input type="checkbox"/> flashback <input type="checkbox"/> motivation	pp. 321-336 pp. 342-358 pp. 91-98 pp. 306-320	Up to 15 days	Quarter 2; Weeks 6-8
“Enchanted Raisin,” “Petty Larceny,” “Dancer,” “Mother and Daughter,” “Baseball and the Facts of Life”: themes explore social criticism—failures of society. Continue use of academic vocabulary instruction in conjunction with the short stories. Continue use of Six-Step Academic Vocabulary Model.	<input type="checkbox"/> allusion <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	pp. 241-250 pp. 138-145 pp. 32-39 pp. 443-452 pp. 601-605		
Write a persuasive essay based upon the issues generated by Thematic Unit 4, e.g., convince your audience that the American family is in trouble (“Enchanted Raisin”), convince your audience that Clarissa is healed by ties to her heritage (“Dancer”), convince your audience that our world would look far worse to future historians than Pompeii looks to us (“Pompeii”).			3-4 days including word processing	Quarter 2; Week 9
First Semester Final Assessment. Record N, M, & E in E-SIS.			1-2 days	Week 9

Pacing Guide for Language Arts 8: Quarter Three 2008-2009

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (if applicable)	Suggested # of Days	Suggested Dates
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 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.	<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	pp. 493-580	Up to 20 days	Quarter 3; Weeks 1-4
Work through writing the I-Search paper using 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. See <i>Pathways Research Model</i> in LA Curriculum Guide. See <i>District Research Guidelines</i> .			Up to 25 days	Quarter 3; Weeks 5-9

**Pacing Guide for Language Arts 8: Quarter Four
2008-2009**

Topic(s) – Selection titles, writing assignment type, etc.	Required Academic Vocabulary	Text pages (If applicable)	Suggested # of Days	Suggested Dates
Explore poetry in <i>Literature and Language</i> and supplemental teacher-provided poetry. Cover the poetic devices. Allow student choice of poems and ways to demonstrate understanding, in addition to oral reading of poetry.	<input type="checkbox"/> allusion <input type="checkbox"/> analogy <input type="checkbox"/> foreshadowing <input type="checkbox"/> irony <input type="checkbox"/> symbol		Up to 5 days	Quarter 4; Week 1
Write a character sketch , building upon the poetic devices above.			Up to 5 days including word processing	Quarter 4; Week 2
Thematic Unit 5: “Harriet Tubman,” “Survive the Savage Sea,” “Appetizer,” “Battle By the Breadfruit Tree” and “Banana Tree”: themes explore survival. 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.	<input type="checkbox"/> antagonist <input type="checkbox"/> irony <input type="checkbox"/> motivation <input type="checkbox"/> protagonist <input type="checkbox"/> stereotype <input type="checkbox"/> symbol	pp. 176-188 pp. 619-632 pp. 606-618 pp. 457-466 pp. 146-154	Up to 15 days	Quarter 4; Weeks 3-5
Students Teach Day(s): Groups of students will choose a story unread by the class. They’ll read the story in preparation for teaching the selection to the rest of the class. Teachers will create a rubric for the groups to use in planning and presenting their lessons. Alternate Plans: Propaganda and Advertising Unit. PBS.org. Search advertising topics and “Don’t Be Tricked.”	<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 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 this metacognitive reflective writing. District Final Assessment: Record N, M, & E in E-SIS.	Required Academic Vocabulary		Up to 5 days	Quarter 4; Week 9