

8th Grade English/Language Arts Pacing Calendar (Revised August, 2009)

Month introduced	Blueprint #items or Essential Learning*	Standard	Activity	Assessment
August Sept	2	1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Cornell Notes, Text pages 362,377,388,393,506,512	Teacher made quizzes and Scantron
August/ September	2	1.2 Understand the most important points in the history of English language and use com-mon word origins to determine the historical influences on English word meanings.	Cornell Notes, Text pages 112, 120	Textbook exercises Scantron
September And ongoing	5	1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Cornell Notes Text pages 162,176,190,285,311,317,328,337, 483,501	Teacher-made Tests
September	3	2.2 Analyze text that uses proposition and support patterns	Newspaper articles, IZZIT articles	Text quiz, Scantron
September	2	2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Textbook pages 122-127, 142, 577E Cornell Notes	Textbook exercises
September	3	3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.	Textbook 567, 577I, student selected novels, Cornell Notes	Benchmark Reading Assessment (Performance Assessment)
September	2	3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Cornell Notes, Text 113-141, 564, 577J Student selected novels	Benchmark Reading Assessment (Performance Assessment)
September	Essential Learning	2.3b Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.	Socratic Seminars	Performance Assessment
September	2	1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Grammar book pages 2-23	Textbook quiz
September	3	1.4 Edit written manuscripts to ensure that correct grammar is used.	Student editing	Performance Assessment
September	3	1.5 Use correct punctuation and capitalization.	Variety of student writing	Performance assessment
September	3	1.6 Use correct spelling conventions.	Weekly spelling assignments	Spelling tests, writing
September	Essential Learning	1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Student presentations	Student presentations/ rubrics

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October	2	3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Textbook pages 113-141, 564, 577J	Textbook quizzes and Scantron, Benchmark Reading assessment
October	2	3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Textbook pages 150-167, 182, 200, 566, 577K, Cornell Notes	Benchmark Reading Assessment
October	Essential Learning	2.3 b Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.	Socratic Seminar, Current Event research project WICR Activities	Rubric, Authentic Assessment (research project)
November	1	3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Cornell Notes, Text pages 210, 318, 342, 568, 577L	Benchmark Reading Assessment
November	4	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Student text 580, 584, 592, 595, 596, 621, Cornell Notes	Authentic assessments
November	4	1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	Student text pages 582, 596, 623-628	Textbook quizzes
November	6	1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Student text 599-601, Cornell Notes	Authentic Assessment/Essay
November	Essential Learning	Write responses to literature: Exhibit careful reading and insight in their interpretations	Socratic Seminar	Seminar Rubric
November	Essential Learning	2.3 Write research reports: Define a thesis.	Cornell Notes	Student writing-authentic assessment
November	Essential Learning	2.4a Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	Cornell Notes	Student writing
November	Essential Learning	2.4b Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	Socratic Seminar	Seminar Rubric
November	Essential Learning	2.4c Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	Cornell notes	Student essay
November	Essential Learning	<i>Sentence Structure</i> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Grammar book page 2-23	Textbook quizzes

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November	Essential Learning	2.3 b Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.	Cornell Notes, Research paper	Authentic Assessment Student Essay
November	Essential Learning	2.4 Include a well-defined thesis	Cornell Notes	Authentic Assessment Student Essay
November	Essential Learning	2.4 b Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning	Cornell Notes, Newspaper editorials	Teacher-made test
November	Essential Learning	2.4 c Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.	Essay unit	Authentic Assessment Student Essay
December-February	2	1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Textbook pages 362, 377, 388, 393, 506, 512, Cornell Notes	Benchmark Reading Assessment
December-February	3	3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Textbook pages 350, 353, 366, 382, 394, 570, 577N, Cornell Notes	Benchmark Reading Assessment
December-February	Essential Learning	1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Student selected novels, Socratic Seminar	Benchmark Reading Assessment
December-February	Essential Learning	2.2 Deliver oral responses to literature: Interpret a reading and provide insight. Connect the students' own responses to the writer's techniques and to specific textual references. Draw supported inferences about the effects of a literary work on its audience. Support judgments through references to the text, other works, other authors, or personal knowledge.	Student Selected novels	Benchmark Reading Assessment
January	3	3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Cornell Notes, Text pages 350, 353, 366, 382, 394, 570, 577N	Benchmark Reading Assessment

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February	2	3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Cornell Notes, Textbook pages 468, 500, 507, 513, 518, 574, 577P	Benchmark Reading Assessment
February	3	1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	Socratic Seminars, Cornell Notes	Socratic Seminar Rubric, Scantron
March	2	2.1 Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).	Textbook pages 528, 540-549	Textbook quizzes, Scantron
March	3	2.5 Understand and explain the use of a complex mechanical device by following technical directions.	Textbook pages 550-556, 576	Textbook quiz
March	3	2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Textbook pages 531-539, 576	Textbook quiz
March	2	3.1 Determine and articulate the relationship between the purposes and different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Textbook pages 402-454, 572, 577G	Textbook Quiz
March	3	1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	http://papyr.com/hypertextbooks/grammar/complex.htm (This standard is NOT in our text.	Teacher made quiz
April	2	1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Textbook pages 744-746	Textbook quiz, Scantron
May	Essential Learning	2.3 Use a variety of primary and secondary sources and distinguish the nature and value of each.	IZZIT current events	Rubric
May	Essential Learning	2.2 Support judgments through references to the text, other works, other authors, or to personal knowledge.	Socratic Seminar	Seminar rubric

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May	Essential Learning	1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	Student text page 606 Student Projects	Student Presentations/Rubric
May	Essential Learning	1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	Student text page 605	Student Presentations/Rubric

*Note: Essential Learnings are the standards in which students may not be tested, however they are needed in order to go on to more advanced study.