

Grade 8
English PACING GUIDE
Lunenburg County Public Schools
2018-2019

First Nine Weeks
August 20-October 22

| SOL | TOPIC | DAYS |
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| 8.4d; 8.1-8.2; 8.9b | Idiom group exploration ???? Opening days | 2 |
| “Meeting the Challenge and Being Successful” Unit | | |
| 8.1-8.2; 8.4a,g; 8.5a-j; 8.6d-j; 8.8f--direct quotations | Suggested titles: “Raymond’s Run”--Bambara (fiction) “The Finish of Patsy Barnes”--Dunbar (fiction) “The American Dream”--King (speech) “The Vision of Maya Ying Lin”--Ashabranner (biographical essay) “Ring Out Wild Bells”--Tennyson (poetry) “The Road not Taken”--Frost (poetry) --other titles may suggest themselves as the unit progresses | 19 (concurrent) |
| 8.7b-e, j-l; 8.8 Emphasis on 8.8a,c-d | Expository writing prompts: (all prompts are analyzed and have a prewrite with a thesis statement; student choice leads students to develop certain pieces): -What is something you would like to accomplish in the future? -What is one way you would like to change the world? -What improvement would make your community better? -Explain the benefits of having a good attitude, even during a difficult time. -What makes someone a success? -Explain how you feel about public speaking. -Identify a challenge facing students and explain ways to overcome that challenge. Persuasive writing prompt: -Do you agree or disagree that failure can eventually | 19 (concurrent) |

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| | lead to success? | |
| 8.9; 8.2 | Research--student guided within theme as questions arise on research possibilities | 19(concurrent) |
| "All About You ..." unit | | |
| | <p>Suggested titles: ... and Animals." "Old Ben"--Stuart (nonfiction) "Cat"-Farjeon (poetry) "Snake on the Etowah"--Bottoms (poetry) "Vanishing Species"--White (essay) "For Pete's Snake"--Conford (fiction)* "Brer Possum's Dilemma"--Torrence (folktale) "Coyote Steals the Sun and Moon"-Erdoes and Ortiz (myth)</p> | 19(concurrent) |
| 8.7-8.8; Emphasis on 6.8a; 7.8c (s-v agreement) | <p>Expository writing prompts: (all prompts are analyzed and have a prewrite with a thesis statement; student choice leads students to develop certain pieces):</p> <ul style="list-style-type: none"> -What are the advantages of earning your own money to purchase something special? -Explain what you would include in a neighborhood of the future and why. -Where is one place in the world you would like to visit? Explain why you want to visit this place, and what you would want to do or see once you arrive. -Identify a talent or skill you have and explain how you develop and use it. -Write about a character from a book or movie who you think is similar to you. - "Don't judge a book by it's cover." Think of something that has an unattractive appearance but that has a special meaning to you for other reasons. Identify the object and explain why it has special meaning. | 19(concurrent) |
| 8.9; 8.2 | Research--student guided within theme as questions arise on research possibilities | 19(concurrent) |
| | Patriot's Pen contest (due end of October) Lunenburg County Historical Society essay contest "How My Family Got to Lunenburg County" (due date | |

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| | is flexible) DAR essay contest (due date unknown) | |
| | Review and take benchmarks (reading, STAR, writing two parter) | 5 |

Second Nine Weeks
October 23-January 14

| SOL | TOPIC | DAYS |
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| "Live on the Stage" unit--taught only in reading class or in double block | | |
| 8.1-8.2; 8.4a,g; 8.5a-j; 8.8f--direct quotations | Chamber Theater Field Trip Unit: "The Raven"--Poe* "The Tell-Tale Heart"--Poe "The Monkey's Paw"--Jacobs* "The Legend of Sleepy Hollow"--Irving* "The Necklace"--Maupassant* "The Celebrated Jumping Frog of Calaveras County"--Twain* | 20 (concurrent) |
| | 8th grade field trip to Altria Theater in Richmond, VA | 1 day--Monday, November 19 |
| "Different Strokes for Different Folks" unit--taught only in writing class or in double block | | |
| 8.7f-l; 8.8 Emphasis on 8.8b,d and 8.9d | Persuasive Writing prompts: (all prompts are analyzed and have a prewrite with a thesis statement; student choice leads students to develop certain pieces): -Argue for or against owning a pet. -Do you agree or disagree with professional athletes and entertainers making high salaries? -Do you agree or disagree with the statement, "Imagination is more important than knowledge"? -Is it better to take risks and perhaps make some mistakes or remain cautious and risk nothing? -Do you agree or disagree with being honest at all times? | 20 (concurrent) |
| 8.9; 8.2 | Research--student guided within theme as questions arise on research possibilities | 19(concurrent) |
| "Words of Wisdom and Acts of Kindness" Unit | | |
| 8.1-8.2; 8.4a,g; 8.5a-j; | Suggested titles: "Gentleman of Rio en Medio"--Sedillo (fiction) | 20 (concurrent) |

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| 8.8f--direct quotations | <p>“An Hour with Abuelo”--Cofer (fiction) “Old Man”--Sanchez “Thank You, Ma’am”--Hughes (fiction) “Hamadi”--Nye (fiction) “The Medicine Bag”--Sneve (fiction) --other titles may suggest themselves as the unit progresses</p> | |
| 8.7b-l; 8.8 Emphasis on 8.8b | <p>Expository and persuasive writing prompts: (all prompts are analyzed and have a prewrite with a thesis statement; student choice leads students to develop certain pieces):</p> <ul style="list-style-type: none"> -Explain how a thoughtful act can benefit those involved. -Explain how small acts of kindness can have an impact on others. -Explain why seeking multiple opinions can help someone make a better choice. -Should people listen to their own advice or the advice of others? -Write about someone who has shared wisdom and experience with you. | 20 (concurrent) |
| 8.9; 8.2 | Research--student guided within theme as questions arise on research possibilities | 20 (concurrent) |
| | Review and take benchmarks (reading, STAR, writing two parter) IS THIS THE WRITING SIMULATION TEST? | 5 |

Third Nine Weeks
January 15th-March 20th

| SOL | TOPIC | DAYS |
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| "School" unit | | |
| | <p>Suggested titles: "Sick"--Silverstein (poetry)* "Brown vs. Board of Education"--Myers (historical essay) "Leveling the Playing Field"--Reality Central (essay) "Privacy vs Safety"--Reality Central (essay) "Baseball"--Garcia (narrative essay) "Sarasota County Schools Lunch Menu" (menu) "For My Sister Molly Who in the Fifties"--Walker (poetry) "The White Umbrella"--Jes (fiction)</p> | 20(concurrent) |
| | <p>Expository and persuasive writing prompts: (all prompts are analyzed and have a prewrite with a thesis statement; student choice leads students to develop certain pieces):</p> <ul style="list-style-type: none"> -Explain how learning to budget time is an important skill for students. -Identify an enjoyable educational activity and explain why it is enjoyable. -Identify an activity, class, or club that students enjoy and tell why they enjoy it. -If you could make a significant change to the structure or appearance of your school, what would it be and why would you make it? -Argue for or against the use of group projects. -What is one change you would recommend to the dress code and why is it important. -Do you agree or disagree with extending the school day one and a half hours? -Explain how competition can improve life or make it more difficult for students. -Your principal has decided that all students must participate in at least one extracurricular activity. Do you agree or disagree with this decision? -Use specific details and examples to argue for or against the idea of establishing homework clubs in your school. | 20(concurrent) |

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| | <p>-You have been asked to share a lesson with elementary school students. Explain the lesson and why it would be important.</p> <p>-Do you agree or disagree with the policy that schools should offer only nutritious drinks such as white milk, water, and natural fruit juice? Write a letter to convince your principal to accept your position.</p> <p>-Write a letter to convince your principal whether students should have short breaks throughout the day to do light, outdoor exercise to be more productive.</p> <p>-Some schools have a program that pairs older students with younger students. Explain the effects of such a program on the students involved.</p> <p>-Write a letter to the manager of a local workplace that performs the type of work you would like to pursue. Convince the employer to allow you to visit.</p> | |
| 8.9; 8.2 | Research--student guided within theme as questions arise on research possibilities | 20 (concurrent) |
| 8.7-8.9 | Writing SOL review--March 11-20--Both classes and/or double block | 8 days |
| | Review and take benchmarks (STAR and reading)?? | 5 |

Fourth Nine Weeks
March 21st-May 30th

| SOL | TOPIC | DAYS |
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| 8.7-8.9 | Writing SOL review--March 21-22--Both classes and/or double block (dates subject to change per testing calendar) | 2 |
| 8.7-8.9 | Writing SOL part 1--March 25th; Writing SOL part 2--March 26th; Make-ups--March 27th-29th (dates subject to change per testing calendar) NO EXPEDITES FOR WRITING SOL; NOT A CAT | 2 |
| | Reading Simulation | |
| "Organizational Patterns, Oh My!" unit | | |
| 8.6a-b,k | "Forest Fires"--Nin (chronological essay) "Why Leaves Turn Color in the Fall"--Ackerman (cause/effect essay) "The Season's Curmudgeon Sees the Light"--Curtis (compare/contrast essay) | 13 concurrent |
| 8.7-8.8 | Writing in organizational patterns | 13 concurrent |
| 8.4-8.6 | Spring Break--April 15-19 Reading SOL review--April 22-May 2--Both classes and/or double block | 9 |
| 8.4-8.6 | Reading SOL--May 3rd--CAT and EXPEDITE CHANCE | 1 |
| 8.4-8.6 | Expedite remediation--May 6-7; expedite May 8 | 2 |
| | May 9-23 (dates subject to change per testing calendar) May 9 Science SOL May 10 Civics SOL May 13 Science expedite May 14 Civics expedite May 17 Math 8 SOL May 20 Algebra SOL May 23 Math 8 and Algebra expedites | |
| | 8th grade field trip to King's Dominion | Friday, May 24th |

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| | 8th grade SOL incentive celebration and graduation practice | Tuesday, May 28th |
| | 8th grade graduation | Wednesday, May 29th |
| | Field Day (dismissal at noon) | Thursday, May 30th |