2015-2016 8th Grade ELA Pacing Guide\_ Bulloch County Schools

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| **Collection 1: Culture and Belonging**  **Collection 1 Academic Vocabulary:** contribute, immigrate, reaction, relocate, shifting  **Aligned Novel Choices:** *Picture Bride* by Yoshiko Uchida | | | **Essential Question:** How is culture the widening of the mind and of the spirit?  **Collection Performance Task:**  **A** Write an Expository Essay LAFS.8.W.1.2a–e, LAFS.8.W.2.4, LAFS.8.W.2.5, LAFS.8.W.3.8  **AND/OR**  **B** Write a Personal Narrative LAFS.8.W1.3a–e, LAFS.8.W.2.4, LAFS.8.W.2.5, LAFS.8.W.4.10 | | |
| **Collection Description:** In this collection, students will explore how people develop their own identity within a new culture. | | | | | |
| **Necessary Tasks:** | | | | | |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy (Critical Vocabulary)** | | **Language Conventions** | **Selection Performance Task** |
| ***ANCHOR TEXT:***  **SHORT STUDY**  “My Favorite Chaperone”  by Jean Davies Okimoto  **CLOSE READER:**  **SHORT STORY**  “Golden Glass”  by Alma Luz Willanueva | Analyze Stories: Plot  LAFS.8.RL.1.1, LAFS.8.RL.1.3  Analyze Stories: Character  LAFS.8.RL.1.1, LAFS.8.RL.1.3 | **STRATEGY:**  Context Clues  LAFS.8.L.3.4a, LAFS.8.L.3.4d  **CRITICAL VOCABULARY:**  sponsor, stun, dispatcher, scuffle, whimper | | Imperative Mood  LAFS.8.L.1.1c | Writing Activity:  Summary  LAFS.8.RL.1.2, LAFS.8.W.1.2, LAFS.8.W.2.4, LAFS.8.W.3.9a, LAFS.8.W.4. 10 |
| **PERSONAL ESSAY**  “Bonne Année”  by Jean-Pierre Benoît | Determine Central Idea and Details  LAFS.8.RI.1.2  Analyze Text: Personal Essay  LAFS.8.RI.1.3, LAFS.8.RI.2.5 | **STRATEGY:**  Using a Glossary LAFS.8.L.3. 4c  **CRITICAL VOCABULARY:**  predominate, coup, persecution, dispossess, natal | | Participles  LAFS.8.L.1.1a | Media Activity:  Poster  LAFS.8.W.3.7, LAFS.8.SL1.1a |
| **RESEARCH STUDY**  “A Place to Call Home”  by Scott Bittle and Jonathan Rochkind  **CLOSE READER:**  **ESSAY**  “What to Bring”  by Naisha Jackson | Analyze Nonfiction Elements  LAFS.8.RI.1.3 | **STRATEGY:**  Using Greek Prefixes  LAFS.8.L3.4b,LAFS.8.L.3 6  **CRITICAL VOCABULARY:**  tumult, pernicious, naturalize, telecommunications, perpetual | | none | Writing Activity:  Explanation  LAFS.8.W.3.7, LAFS.8.W.3.8 |
| ***ANCHOR TEXT:***  **MEMOIR**  from *The Latehomecomer*  by Kao Kalia Yang  **CLOSE READER:**  **MEMOIR**  “Museum Indians”  by Susan Power | Analyze the Meanings of Words and Phrases LAFS.8.RI.2.4  Analyze Text: Memoir  LAFS.8.RI.1.3 | **STRATEGY:**  Using Latin Prefixes LAFS.8.L.3.4b, LAFS.8.L.3. 4d, LAFS.8.L.3.6  **CRITICAL VOCABULARY:**  requisite, resonate, nominal, recap, repatriate, chide, expiration, despondent | | Active and Passive Voice  LAFS.8.L.1.1b, LAFS.8.L2.3a | Writing Activity:  Report LAFS.8.W.1.2,  LAFS.8.W.3.7, LAFS.8.W.3.8 |
| **MEDIA ANALYSIS:**  **DOCUMENTARY**  *New Immigrants Share Their Stories*  directed by Lisa Gossels | Analyze Media  LAFS.8.RI.3.7,  LAFS.8.SL.1.2 | none | | none | Media Activity:  Video  LAFS.8.W.3.7,  LAFS.8.SL.2.5 |
| **POEM**  “The Powwow at the End of the World”  by Sherman Alexie | Determine Meaning of Words and Phrases  LAFS.8.RL.2.4,  LAFS.8.RL.3.9  Make Inferences  LAFS.8.RL.1.1 | none | | none | Speaking Activity:  Discussion  LAFS.8.RL.3.9,  LAFS.8.W.3.7,  LAFS.8.W.3.9 |
| **Additional Social Studies/Health Standards:**  **HE.8.B.4.1:** Illustrate skills necessary for effective communication with family, peers, and others to enhance health.  **HE.8.B.4.3:** Examine the possible causes of conflict among youth in schools and communities.  **HE.8.B.4.4:** Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. | | | | | |
| **Supplemental Tasks:** See pages 2-2e in the Teacher’s Edition | | | | | |