

**Please Note:** The district pacing guides are designed as suggested pacing in order to assure smooth transition for students who move among schools and to allow for better teacher collaboration throughout the instructional year. The Guaranteed Texts listed are NOT intended to be an exhaustive list of texts that all students will read. Students will be expected to read texts in addition to those listed as chosen by the teacher. Assessments are not intended to be an exhaustive list of assessments students will take. Students will be expected to complete assessments designed by the teacher as evidenced through student work and professional judgment.

<b>8<sup>th</sup> ELA Pacing Guide</b>		
<b>1<sup>st</sup> Six Weeks</b>		
<b>Unit Theme</b>	<b>Guaranteed Texts</b>	<b>Embedded Assessment</b>
<b>The Challenge of Heroism</b>	<ul style="list-style-type: none"> <li>• Wrinkle in Time (excerpt)</li> <li>• Drummer Boy of Shiloh</li> <li>• The Odyssey (excerpt)</li> <li>• Where I Find My Heroes</li> <li>• Definition of a Gentleman</li> </ul>	<ol style="list-style-type: none"> <li>1. Write and create a narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas.</li> <li>2. Write a multi-paragraph essay that develops your definition of heroism.</li> </ol>
<b>2<sup>nd</sup> Six Weeks</b>		
<b>Unit Theme</b>	<b>Guaranteed Texts</b>	<b>Embedded Assessment</b>
<b>The Challenge of Utopia</b>	<ul style="list-style-type: none"> <li>• <i>The Giver</i></li> <li>• Grant and Lee</li> <li>• Harrison Bergeron</li> <li>• Private Eyes</li> <li>• The Lottery (During EA 1)</li> </ul>	<ol style="list-style-type: none"> <li>1. Read <i>The Lottery</i> by Shirley Jackson. Write an essay that explains how the protagonist changes as a result of conflict with dystopian society, and explain how this change connects to the novel's theme.</li> <li>2. Write an argumentative essay in which you convince an audience to support your claim about a debatable idea.</li> </ol>
<b>3<sup>rd</sup> Six Weeks</b>		
<b>Unit Theme</b>	<b>Guaranteed Texts</b>	<b>Embedded Assessment</b>
<b>The Challenge to Make a Difference</b>	<ul style="list-style-type: none"> <li>• Night (excerpt)</li> <li>• The Boy in the Striped Pajamas (excerpt)</li> <li>• First They Came for the Communists</li> <li>• Terrible Things</li> <li>• Diary of Anne Frank (excerpt)</li> <li>• Diary of a Young Girl (excerpt)</li> </ul>	<ol style="list-style-type: none"> <li>1. You have read several pieces about the holocaust. Choose one of the texts to examine and explain how the theme or central idea of "finding light in the darkness" is developed over the course of the text. Include evidence from the</li> </ol>

**4<sup>th</sup> Six Weeks**

<b>Unit Theme</b>	<b>Guaranteed Texts</b>	<b>Embedded Assessment</b>
<b>The Challenge of Comedy</b>	<ul style="list-style-type: none"><li>• SpringBoard texts of teacher's choice</li><li>• On grade level texts of teacher's choice</li></ul>	Assessments that respond to needs of students as indicated by data

**5<sup>th</sup> Six Weeks**

<b>Unit Theme</b>	<b>Guaranteed Texts</b>	<b>Embedded Assessment</b>
<b>Close Reading of On Grade Level Text</b>  <b>Grammar Reinforcement</b>	<ul style="list-style-type: none"><li>• SpringBoard texts of teacher's choice</li><li>• On grade level texts of teacher's choice</li></ul>	Assessments that respond to needs of students as indicated by data

**6<sup>th</sup> Six Weeks**

<b>Close Reading of On Grade Level Text</b>  <b>Grammar Reinforcement</b>	<ul style="list-style-type: none"><li>• SpringBoard texts of teacher's choice</li><li>• On grade level texts of teacher's choice</li></ul>	Assessments that respond to needs of students as indicated by data
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