

PCI Pacing Guide: 8th Grade English

UNIT TWO

CONTENT AREA SKILLS (tested on Unit Exam) *All must be supported with textual evidence*

Make inferences about characters	Identify author’s main claim	Determine vocabulary in context
Identify theme/universal theme	Compare/contrast author’s purpose	Argumentative Essay (establish a claim, address
Identify how authors respond to conflicting points of view	in addressing same topic	potential counter arguments, support claim from sources)

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = Grade Level / II. & III. = Differentiated
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Study Sync Unit 2: IN TIME OF WAR

12	“Anne Frank: The Diary of a Young Girl”	Grade Level: The Boy in the Striped Pajamas Alternate: Number the Stars	<ul style="list-style-type: none"> •Analyze informational text elements (details, people, places, events) in nonfiction •Determine central idea in informational text (diary) •Discuss, analyze, and mimic Student Model (Narrative Constructed Response) •Vocabulary in context 	Narrative OR Informative/ Explanatory	I. (Narrative) See Study Sync I. (Informative/Explanatory) What can we learn about the Holocaust by examining the day-to-day experiences of one victim? What do Anne Frank's diary entries show us about the way individuals respond in a time of chaos or danger? Write a well-developed paragraph or short essay exploring the changes in Anne's life and what they teach us about her and the Holocaust.
13	Hitler Youth: Growing Up in Hitler’s Shadow	Grade Level: The Boy in the Striped Pajamas Alternate: Number the Stars	<ul style="list-style-type: none"> •Identify and analyze informational text elements •Identify and evaluate author’s view •Make connections among events, individuals, and ideas in nonfiction •Analyze reasons and evidence •Vocabulary in context 	Argumentative	I. Use your understanding of informational text elements as well as reasons and evidence to determine the central idea that emerges in this passage. Then answer the question: What <u>is</u> the central or main idea in this excerpt from <i>Hitler Youth: Growing up in Hitler’s Shadow</i> ? Support your argument with reasons and evidence from the text. II. Base your response on your analysis of the passage from Susan Beroletti’s <i>Hitler Youth: Growing Up in Hitler’s Shadow</i> . What was the most detrimental impact of the

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					Hitler Youth movement on students, teachers and the educational system, and society in general in Germany during Hitler's reign? Support your argument with reasons and evidence from the text.
14	"Dear Miss Breed"	<p>Grade Level: <u>The Boy in the Striped Pajamas</u></p> <p>Alternate: <u>Number the Stars</u></p>	<ul style="list-style-type: none"> •Compare and contrast information on the same topic in two different media •Analyze impact of details and descriptions in first-hand accounts •Make inferences about characters based on their response to conflict •Vocabulary in context 	Argumentative	<p>I. See Study Sync</p> <p>II. This texts in this lesson draw on three accounts of life in the Japanese interment camps: the newsreel, the letters from camp, and the interviews conducted years later. Which account do you feel is the most accurate account of camp life, and why? Provide reasons and evidence from the text(s) to support your argument.</p> <p>III. Write a well-developed paragraph in response to the above prompt.</p>
15	Extended Writing Project	<p>Grade Level: <u>The Boy in the Striped Pajamas</u></p> <p>Alternate: <u>Number the Stars</u></p>	<ul style="list-style-type: none"> •Read, annotate, and analyze student sample of argumentative writing •Review audience, purpose, and style •Craft an argumentative thesis statement •Choose and evaluate supporting details to use as evidence in support of claim/reasons •Examine and evaluate characteristics of effective introductions and conclusions •Use transition words and phrases to create cohesion and clarify the 	Argumentative Essay	<p>Extended Writing Project Prompt and Directions:</p> <p>Carefully consider the selections you have read in this unit, including their themes and the ideas they offer about war and conflict. Pick two of the selections from the unit and write an argumentative essay that presents a claim in answer to the following question: How can people best respond to conflict?</p> <p>Support your claim and develop your argument with relevant details and evidence from the texts you select.</p> <p>Your argumentative essay should include:</p> <ul style="list-style-type: none"> • an introduction with a clear thesis statement that presents your claim

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			<p>relationships among claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> •Grammar practice: using the dash •PREWRITE, PLAN, & DRAFT ARGUMENTATIVE WRITING PROJECT <p>*Note: It is recommended for most students that the research component of this writing project (as presented in Study Sync) be eliminated.</p>		<ul style="list-style-type: none"> • organized body paragraphs with relevant evidence and support for your claim as well as clear transitions to show the connections among ideas • a concluding paragraph that effectively wraps up your essay
16	Extended Writing Project	<p>Extended/Challenge Reading: <u>Anne Frank: The Diary of a Young Girl</u> <u>The Zoo Keeper's Wife</u> <u>I Have Lived a Thousand Years: Growing Up in the Holocaust</u></p>	<ul style="list-style-type: none"> •Evaluate and revise for formal style (eliminate slang, use pronouns correctly, choose clear and precise language, avoid inserting personal opinions) •Provide peer review; receive and consider suggestions from peers •Grammar practice: active vs. passive voice •REVISE, EDIT & PUBLISH ARGUMENTATIVE WRITING PROJECT 	Argumentative Essay	
Dead Week	Unit 2 Assessment		<ul style="list-style-type: none"> •Reading comprehension/vocabulary •Performance Task 		N/A