# Grade 8 Curriculum Map

## Unit 1: The Challenge of Heroism (Suggested Time: 8 weeks)

### Reading

**Goals:** To analyze and synthesize a variety of texts to develop an original definition of hero

To analyze and evaluate expository texts for ideas, structure and language

**Genres:** novel excerpts, film clips, a short story, narrative poetry, poetry, articles, an autobiography excerpt, an essay

**Key Texts:** Excerpts from *A Wrinkle in Time*, excerpts from *The Odyssey*, “A Man,” “Sonnet 116,” “Where I Find Heroes,” Excerpt from White House Funeral Sermon for Abraham Lincoln, “O Captain, My Captain!” “Frederick Douglass,” Excerpt from The Narrative of the Life of Frederick Douglass, an American Slave, “A Definition of a Gentleman”

### Embedded Assessments

1: Writing a Hero’s Journey Narrative
2: Writing a Definition Essay

### Essential Questions

What defines a hero?
How does the Hero’s Journey archetype appear in stories throughout time?

### Targeted Common Core State Standards


### Writing and Research

**Goals:** To create an original illustrated narrative based on the Hero’s Journey Archetype

To develop expository texts using strategies of definition

**Focus Areas:** Narrative, Expository

### Language and Writer’s Craft

**Focus Areas:** Revising and Editing, Verbs and Mood, Transitions and Quotations

### Speaking and Listening

Sharing and Responding in Writing Groups
Sharing and Discussing Textual Evidence
Collaborating for a Presentation
Collaborating to Apply an Archetype
Collaborating to Analyze Texts

### Vocabulary

**Academic:** context, technique, synonyms, antonyms, formal, concise, function, negation

**Literary:** archetype, imagery, setting, point of view, conflict, protagonist, mood, plot, pacing, epic, tone, diction, denotation connotation, nuance, definition essay, allegory, coherence, thesis

### Additional Assessment Opportunities

Narrative Writing Prompts: Activities 1.6, 1.7, 1.9
Expository Writing Prompts: Activities 1.13, 1.14, 1.16, 1.17
Citing Textual Evidence: Activities 1.3, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16
Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9
Presentation: Activity 1.11
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online
# Grade 8 Curriculum Map
## Unit 1 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
</table>
| Adjust this column to add dates and/or instructional weeks based on the district calendar. | Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction. | Add modification plans to extend learning or strengthen support based on identified student needs. | Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)
You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit. |
| 2 periods | 1.1: Previewing the Unit - Unpack Embedded Assessment 1 1.2: Understanding Challenges - Graphic Organizer, Visual Display | | |
| 4 periods | 1.3: Opening with Imagery - Writing Prompt 1.4: Visual Techniques - Graphic Organizers, Imagery Frame | Sample Differentiated Instruction Suggestion: Use Writing Workshop #4: Personal Narrative Sample Differentiated Instruction Suggestion: Students can write another paragraph of the text emulating the author’s style | |
| 12 periods | 1.5: Understanding the Hero’s Journey Archetype – Graphic Organizers 1.6: The Departure – Graphic Organizers, Writing Prompt 1.7: The Initiation – Graphic Organizers, Writing Prompt 1.8: Language and Writer’s Craft: Revising and Editing - Reflection 1.9: The Return – Narrative Writing Prompt | | |
| 3 periods | Embedded Assessment 1: Writing a Hero’s | | |

*CollegeBoard*
<table>
<thead>
<tr>
<th>Journey Narrative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 periods</td>
<td>1.10: Previewing Embedded Assessment 2 and Definition Essay - Unpack Embedded Assessment 2 1.11: The Nuance of Tone - Synonym Presentation</td>
</tr>
<tr>
<td>2 periods</td>
<td>1.15: Language and Writer's Craft: Transitions and Quotations - Revised Paragraph, Reflection</td>
</tr>
<tr>
<td>4 periods</td>
<td>1.16: Negation Strategy of Definition - Expository Writing Prompt 1.17: Expository Writing Focus: Organization - Expository Writing Prompt, Thesis Statement</td>
</tr>
<tr>
<td>2 periods</td>
<td>Embedded Assessment 2: Writing a Definition Essay</td>
</tr>
</tbody>
</table>
### Grade 8 Curriculum Map

**Unit 2: The Challenge of Utopia (Suggested Time: 8.5 weeks)**

#### Reading

**Goals:** To analyze a novel for archetype and theme

*To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language*

**Genres:** an essay, a short story, a novel, an informational text, articles

**Key Texts:** The Giver or Fahrenheit 451, ‘Grant and Lee: A Study in Contrasts,” “Harrison Bergeron,” “Banned Books Week: Celebrating the Freedom to Read,” “Parents Share Son’s Fatal Text Message to Warn against Texting & Driving,” “The Science Behind Distracted Driving,” “How the Brain Reacts,” Cellphones and driving: As dangerous as we think?*

**Vocabulary**

**Academic:** compare/contrast, utopia, dystopia, argument, debate, controversy, research, search terms, universal, seminar, Socratic

**Literary:** antagonist

#### Embedded Assessments

1: Writing an Expository Essay

2: Writing an Argumentative Essay

#### Essential Questions

To what extent can a perfect or ideal society exist?

What makes an argument effective?

#### Targeted Common Core State Standards


#### Writing and Research

**Goals:** To develop informative/explanatory texts using the comparison/contrast organizational structure

*To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect*

**Focus Areas:** Expository, Argumentative

#### Language and Writer’s Craft

**Goals:** To understand the use of active and passive voice

**Focus Areas:** embedding direct quotations, active and passive voice, maintaining voice and mood

#### Speaking and Listening

Sharing and Responding in Writing Groups
Sharing and Discussing Textual Evidence
Collaborating for Research
Collaborating for Debate

#### Additional Assessment Opportunities

**Argumentative Writing Prompts:** Activities 2.13, 2.15, 2.16

**Expository Writing Prompts:** Activities 2.2, 2.3, 2.5.2.7, 2.9

**Citing Textual Evidence:** Activities 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13, 2.15, 2.16

**Creating Visuals:** Activities 2.4, 2.5

**Socratic Seminar/Discussion/Debate:** Activity 2.6, 2.8, 2.12, 2.17

**Annotated Bibliography:** Activity 2.16

**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing

**Unit Assessment:** online
## Grade 8 Curriculum Map
### Unit 2 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.) You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</td>
</tr>
<tr>
<td>3 periods</td>
<td>2.1: Previewing the Unit - Unpack Embedded Assessment 1 2.2: Expository Writing: Comparison/ Contrast - Expository Writing Prompt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 periods</td>
<td>2.3: Utopian Ideals and Dystopian Reality - Expository Writing Prompt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 periods</td>
<td>2.4: Understanding a Society’s Way of Life - Graphic Organizers, Visual Display 2.5: Contemplating Conflicting Perspectives - Expository Writing Prompt 2.6: Questioning Society - Graphic Organizer, Socratic Seminar/Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 periods</td>
<td>2.7: A Shift in Perspective: Beginning the Adventure - Expository Writing Prompt 2.8: Navigating the Road of Trials - Graphic Organizer 2.9: The End of the Journey - Expository Writing Prompts, Graphic Organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 periods</td>
<td>Embedded Assessment 1: Writing an Expository Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods</td>
<td>Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3 periods | 2.10: Previewing Embedded Assessment 2 and Effective Argumentation - Unpack Embedded Assessment 2  
2.11: Understanding Elements of Argumentation - Graphic Organizer |
| 8 periods | 2.12: Don’t Hate – Debate! – Check your Understanding  
2.13: Highlighting Logos - Writing Prompt  
2.14: Forming and Supporting a Debatable Claim – Check Your Understanding  
2.15: Conducting Effective Research – Writing Prompt  
2.16: Gathering and Citing Evidence - Research Card, Writing Prompt |
| 3 periods | 2.17: Organizing and Revising Your Argument - Graphic Organizers, Outline, Process Summary |
| 2 periods | Embedded Assessment 2: Writing an Argumentative Essay |
# Grade 8 Curriculum Map

## Unit 3: The Challenge to Make a Difference (8 weeks)

### Reading

**Goals:** To analyze the development of a theme or central idea of a text

**Genres:** memoirs, poetry, a children’s book, film clips, a drama excerpt, novels, a diary excerpt, a speech excerpt, informational texts, an article

**Key Texts** teacher-selected Holocaust narratives, excerpt from *Night*, “First They Came for the Communists,” *Terrible Things: An Allegory of the Holocaust*, film clips from *Life is Beautiful*, excerpts from *The Diary of Anne Frank*, excerpt from *The Boy in the Striped Pajamas*, excerpt from *The Diary of a Young Girl*, excerpt from Elie Wiesel’s Nobel Peace Prize Acceptance Speech, from *Do Something! A Handbook for Young Activists*, “Famine as a Weapon...It’s Time to Stop Starvation in Sudan”

### Embedded Assessments

1. Presenting Voices of the Holocaust
2. Presenting a Multimedia Campaign

### Essential Questions

- Why is it important to learn about the Holocaust?
- How can one person make a difference?

### Targeted Common Core State Standards


### Writing and Research

**Goals:** To research an issue of national or global significance

To create an informative and persuasive multimedia presentation

**Focus Areas:** Narrative, Expository

### Language and Writer’s Craft

**Goals:** To strengthen writing through the effective use of voice and mood

**Focus Areas:** Voice and Mood for Effect, Participial Phrases, Clauses

### Speaking and Listening

**Goals:** To engage effectively in a range of collaborative discussions

Engaging in Literature Circles
Collaborating for Researching and Presenting
Viewing Diverse Media

### Additional Assessment Opportunities

**Narrative Writing Prompt:** Activities 3.8
**Expository Writing Prompts:** Activities 3.5, 3.9, 3.10
**Argumentative Writing Prompts:** Activity 3.15
**Citing Textual Evidence:** Activities 3.3, 3.4, 3.5, 3.6, 3.10, 3.11, 3.12, 3.15, 3.17, 3.18, 3.19
**Presentation:** Activity 3.7, 3.8, 3.11
**Research/Investigation:** Activities 3.14, 3.16
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing

**Unit Assessment:** online

### Vocabulary

**Academic:** communication, resume, euphemism, slogan, campaign, media, media channels, target audience, evaluate

**Literary:** enunciation, call to action, found poem
<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</td>
</tr>
<tr>
<td>1 period</td>
<td>3.1: Previewing the Unit - Unpack Embedded Assessment 1</td>
<td></td>
<td>You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</td>
</tr>
</tbody>
</table>
| 4 periods     | 3.2: Collaborating to Preview Holocaust Narratives – Graphic Organizers  
3.3: Understanding Literature Circle Discussions - Graphic Organizers; Analytical Statement of Theme |                                                                                                  | Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit. |
| 3 periods     | 3.4: Making Thematic Connections - Literature Circle Roles Products  
3.5: Analyzing an Allegory - Graphic Organizers; Expository Writing Prompt |                                                                                                  |                                                                                                                                    |
| 5 periods     | 3.6: Dangerous Diction – Graphic Organizers  
3.7: Exploring the Museum - Presentation  
3.8: Presenting Voices - Graphic Organizer; Narrative Writing Prompt |                                                                                                  |                                                                                                                                    |
| 7 periods     | 3.9: Finding Light in Film – Expository Writing Prompt  
3.10: Dramatic Tone Shifts – Expository Writing Prompt  
3.11: The Wrong Side of the Fence – Graphic |                                                                                                  |                                                                                                                                    |
| 3.12: Creating a Memorable Opening – Oral Reading to a Partner |
| 4 periods | Embedding Assessment 1: Presenting the Voices of the Holocaust |
| 3.13: Previewing Embedded Assessment 2 and Looking at Multimedia - Unpack Embedded Assessment 2 |
| 1 period | 3.14: Making A Difference – Graphic Organizer-Website Investigation |
| 3 periods | 3.15: Never Forget, Never Again - SOAPSTone, Argumentative Writing Prompt |
| 5 periods | 3.16: Students Taking Action – Graphic Organizer |
| 3.17: From Vision to Action - Graphic Organizer |
| 3.18: Examining Media Campaigns - Graphic Organizer, Visual |
| 1 period | 3.19: Raising Awareness – Article Analysis |
| 4 periods | Embedding Assessment 2: Presenting a Multimedia Campaign |
## Grade 8 Curriculum Map

### Unit 4: The Challenge of Comedy (Suggested Time: 8.5 weeks)

#### Reading

**Goals:** To analyze how a variety of authors create humor in print and nonprint texts  
To analyze how humor is used to reveal a universal truth or theme  
To analyze a scene from a Shakespearean comedy

**Genres:** essays, comic strips, political cartoons, an article, film clips, a short story, a novel excerpt, poetry, drama, an informational text

**Key Texts:** “Made You Laugh,” from *Brothers*, “I’ve got a few pet peeves about sea creatures,” “The Open Window,” from *The Adventures of Tom Sawyer*, “They Have Yarns,” “Mooses,” “Is Traffic Jam Delectable?” “The Power of Pets,” print and film excerpts from *A Midsummer Night’s Dream*, from “Fear Busters—10 Tips to Overcome Stage Fright”

#### Embedded Assessments

1: Writing an Analysis of a Humorous Text  
2: Performing Shakespearean Comedy

#### Essential Questions

How do writers and speakers use humor to convey truth?  
What makes an effective performance of a Shakespearean comedy?

#### Targeted Common Core State Standards

RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10;  
RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10;  
SL.8.1, SL.8.2, SL.8.4, SL.8.5, SL.8.6;  
L.8.1, L.8.4, L.8.5, L.8.6

#### Writing and Research

**Goals:** To write a well-developed analysis of a humorous text

**Focus Areas:** Narrative, Expository,  

#### Language and Writer’s Craft

**Goals:** To understand verbals and how they are used in writing

**Focus Areas:** verbals

#### Speaking and Listening

**Goals:** To perform a scene from a Shakespearean comedy

Sharing and Discussing Textual Evidence  
Sharing and Responding in Writing Groups  
Collaborating for Performance

#### Vocabulary

**Academic:** juxtaposition, caricature, deride, denounce

**Literary:** satire, persona, irony, dialect, yarn, alliteration, comedy, performance

#### Additional Assessment Opportunities

**Additional Assessment Opportunities:**  
**Narrative Writing Prompt:** Activities 4.4, 4.13  
**Expository Writing Prompts:** Activities 4.3, 4.4, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10  
**Citing Textual Evidence:** Activities 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.15  
**Rehearsal/Performance:** Activities 4.14, 4.16, 4.17, 4.18, 4.20  
**Visual Representation:** Activity 4.13  
**Reader/Writer Notebook and Key Ideas and Details Questions:** ongoing  
**Unit Assessment:** online
### Grade 8 Curriculum Map
#### Unit 4 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities and Assessment Opportunities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjust this column to add dates and/or instructional weeks based on the district calendar.</td>
<td>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</td>
<td>Add modification plans to extend learning or strengthen support based on identified student needs.</td>
<td>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.) You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added. Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</td>
</tr>
<tr>
<td>4 periods</td>
<td>4.1: Previewing the Unit - Unpack Embedded Assessment 1 4.2: Understanding the Complexity of Humor - Graphic Organizer, Writing Prompt 4.3: Classifying Comedy - Graphic Organizer, Expository Writing Prompt, RAFT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 periods</td>
<td>4.4: Humorous Anecdotes – Graphic Organizers, TWIST, Expository Writing Prompt 4.5: Finding Truth in Comedy – Graphic Organizer, Expository Writing Prompt 4.6: Satirical Humor - Graphic Organizer, Expository Writing Prompt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 periods</td>
<td>4.7: Elements of Humor: Comic Characters and Caricatures – Graphic Organizer, Check Your Understanding 4.8: Elements of Humor: Comic Situations – Graphic Organizer, Expository Writing Prompt 4.9: Elements of Humor: Hyperbole – Graphic Organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.10: Elements of Humor: Comic Wordplay - Expository Writing Prompt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 periods</td>
<td>4.11: Planning and Revising an Analysis of a Humorous Text - Graphic Organizers, Revision of Student Essay, Check Your Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 periods</td>
<td><strong>Embedded Assessment 1: Writing an Analysis of a Humorous Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 period</td>
<td>4.12: Previewing Embedded Assessment 2 - Unpack Embedded Assessment 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 periods</td>
<td>4.13: Creating Context for Shakespearean Comedy - Visual Representation, Writing Prompt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.14: Insulting Language - Graphic Organizers, Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 periods</td>
<td>4.15: Close Reading of a Scene – Check your Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.16: Acting Companies and Collaborative Close Reading - Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 periods</td>
<td>4.17: Facing the Challenge of Performance - Check Your Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.18: Working with Acting companies and Focus Groups – Graphic Organizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.19: Same Text, Different Text – Graphic Organizers, Question 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.20: Dress Rehearsal - Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 periods</td>
<td><strong>Embedded Assessment 2: Performing Shakespearean Comedy</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>