## 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”

#### 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

#### 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

#### Essential Questions

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

#### Embedded Assessments

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

#### Targeted Language Arts Florida Standards

- LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 4.10;
- LAFS.8.RI.1.1, 1.2, 2.4, 2.5, 2.6, 4.10;
- LAFS.8.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.8, 3.9, 4.10;
- LAFS.8.SL.1.1, 1.2, 2.4, 2.5, 2.6;
- LAFS.8.L.1.1, 1.2, 2.4, 2.5, 2.6

#### 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

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**Vocabulary**

- context, technique, synonyms, antonyms, formal, concise, function, negation
- archetype, imagery, setting, point of view, conflict, protagonist, mood, plot, pacing, epic, tone, diction, denotation connotation, nuance, definition essay, allegory, coherence, thesis

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**Sharing and Responding in Writing Groups**

**Sharing and Discussing Textual Evidence**

**Collaborating for a Presentation**

**Collaborating to Apply an Archetype**

**Collaborating to Analyze Texts**

**LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 4.10;**

**LAFS.8.RI.1.1, 1.2, 2.4, 2.5, 2.6, 4.10;**

**LAFS.8.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.8, 3.9, 4.10;**

**LAFS.8.SL.1.1, 1.2, 2.4, 2.5, 2.6;**

**LAFS.8.L.1.1, 1.2, 2.4, 2.5, 2.6**
## Grade 8 Curriculum Map
### Unit 1 Pacing and Planning Guide

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<tr>
<th>Dates</th>
<th>SpringBoard Activities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
</table>
| First Nine Weeks  | Unit 1 The Challenge of Heroism | - An idea for differentiating instruction when the text is more complex, is to complete the activities that accompany a specific text as a whole group with teacher modeling chunking material and eliciting responses from students. Ex. *The Drummer Boy of Shiloh, The Odyssey*  
- Teacher could elect to substitute less complex text to illustrate the various stages of the Hero’s Journey Archetype  
- Use video clips to introduce concepts or challenging texts.  
- Give a mini-lesson on genre and sub-genre in literature and writing. (Define informative/expository essay, narrative essay, and argumentative essay). This will help they keep | Use District Reading Assessments at teacher’s discretion (pre-test/ post-test, formative assessment, to model reading strategies, etc.).  
Suggested use of supplemental instruction in grammar, conventions, and technology (Microsoft Word, basic typing and publishing skills).  
A strategy for incorporating grammar mini-lessons a bell ringers is to use the mentor sentence strategy. (provide a model sentence, students copy and notice grammar/conventions, label punctuation/parts of speech, students imitate the model sentence, students revise original sentence, students edit their own sentences.  
Articles of the week can provide additional support for FSA. Some suggested sites:  
[http://yms.vale.k12.or.us/articles-week](http://yms.vale.k12.or.us/articles-week)  
[https://www.engageny.org/](https://www.engageny.org/)  
[https://newsela.com/](https://newsela.com/)  
(For NewsELA create a sign in and the site contains articles with the ability to differentiate, contains quizzes, and contains writing prompts) New articles appear daily.  
Begin building Vocabulary/Literary terms notebook. |
| Days 1-5 | Activities 1.1-1.4  
**Understanding Challenges, Opening with Imagery, Visual Techniques**  
1.1-5 day  
1.2-1.5 days  
1.3-2 days  
1.4-1 day | Activity 1.4 could use a commercial as opposed to movie clips to demonstrate the film/visual techniques in order to conserve time. This allows activity 1.4 to be done in 1 period instead of 2. | Suggested Commercials for framing, angle, lighting  
[https://www.youtube.com/watch?v=45Vok2fM7Lg](https://www.youtube.com/watch?v=45Vok2fM7Lg)  
(Jeep Commercial w/singing animals)  
[https://www.youtube.com/watch?v=nVM5xXbUOtY](https://www.youtube.com/watch?v=nVM5xXbUOtY)  
(Optus w/singing animals)  
*Commercials could also introduce persuasive techniques. What message(s) does the commercial give the viewer?*

| Days 6-17 | Activities 1.5-1.9  
**Understanding the Hero’s Journey Archetype, Departure, The Initiation, Language and Writer’s Craft: Revising and Editing, The Return**  
1.5-3 days  
1.6-2 days  
1.7-3 days  
1.8-2 days  
1.9-2 days | In activity 1.5, the whole movie *Batman Begins* or the selected movie clips can be used to illustrate the framework of the Hero’s Journey Archetype in conjunction with the graphic organizer. Pause to allow students time to complete graphic organizer.  
As a precursor to activity 1.8, the teacher might want to use an exemplar paper to model revision and editing as a whole class before the students work with in groups with their drafts. |  
(Video to explain the Hero’s Journey Archetype)  
Model/create a writer’s checklist as a whole group.

| Days 18-20 | Embedded Assessment 1  
**Writing a Hero’s Journey Narrative** |  
[https://www.youtube.com/watch?v=OOgYKm-h3gU](https://www.youtube.com/watch?v=OOgYKm-h3gU)  
(Shmoop video writing a narrative)

| Day 21 | Activities 1.10-1.11  
**The Nuance of Tone** | To add to the tone activity, students could create sentences using the words from the activity to illustrate the meaning of the words. |  

| Days 22-27 |  
**Physical and Emotional Challenges, Definition**  
Model TP-CASTT before having the students complete 1.12 using | Activity 1.13 prezi slideshow  

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<th>Day 28</th>
<th><strong>Language and Writer’s Craft: Transitions and Quotations</strong></th>
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<tr>
<td></td>
<td>Activity 1.15-2 Days</td>
</tr>
<tr>
<td></td>
<td>Use RADCAB (relevancy, appropriateness, detail, currency, authority, bias) as well as</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days 29-31</th>
<th><strong>Negation Strategy for Definition, Expository Writing Focus: Organization</strong></th>
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<tbody>
<tr>
<td></td>
<td>Activities 1.16-1.17</td>
</tr>
<tr>
<td></td>
<td>If there is time left in the 9 weeks, you could pull in some more poetry to work on TPCASTT <em>(Still I Rise</em> by Maya Angelou) and also continue grammar mini lessons.</td>
</tr>
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</table>

<table>
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<tr>
<th>Days 32-33</th>
<th><strong>Embedded Assessment 2-2 Days</strong></th>
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<td>Writing a Definition Essay</td>
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## Grade 8 Curriculum Map

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

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<th>Reading</th>
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<tbody>
<tr>
<td><strong>Goals:</strong> To analyze a novel for archetype and theme</td>
</tr>
<tr>
<td>To analyze and evaluate a variety of expository and argumentative texts for ideas, structure, and language</td>
</tr>
<tr>
<td><strong>Genres:</strong> an essay, a short story, a novel, an informational text, articles</td>
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<tr>
<th>Embedded Assessments</th>
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<td>1: Writing an Expository Essay</td>
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<td>2: Writing an Argumentative Essay</td>
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<tr>
<th>Writing and Research</th>
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<tbody>
<tr>
<td><strong>Goals:</strong> To develop informative/explanatory texts using the comparison/contrast organizational structure</td>
</tr>
<tr>
<td>To develop effective arguments using logical reasoning, relevant evidence, and persuasive appeals for effect</td>
</tr>
<tr>
<td><strong>Focus Areas:</strong> Expository, Argumentative</td>
</tr>
</tbody>
</table>

### Essential Questions

- 
- 
-
To what extent can a perfect or ideal society exist?

What makes an argument effective?

**Targeted Language Arts Florida Standards**

LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.9, 4.10;
LAFS.8.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8;
LAFS.8.W.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10;
LAFS.8.SL.1.1, 1.3, 2.4, 2.6;
LAFS.8.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

**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

**Vocabulary**

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

**Literary:** antagonist

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

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

**Language and Writer’s Craft**

**Speaking and Listening**

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

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

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

**Additional Assessment Opportunities**

- Use District Reading Assessments at teacher’s discretion (pre-test/post-test, formative assessment, to model reading strategies, etc.).

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**Grade 8 Curriculum Map**

**Unit 2 Pacing and Planning Guide**

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<tr>
<td>Second Nine Weeks</td>
<td>Unit 2</td>
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<tr>
<td></td>
<td>The Challenge of Utopia</td>
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</tbody>
</table>
| Days 1-2 | **Expository Writing: Compare/Contrast**  
Activities 2.1-2.2  
2.1-5 day  
2.2-1.5 days | Preview the unit  
Scaffold compare/contrast using real world examples. Use brainstorming and introduce graphic organizers to use for compare/contrast. Ex. Venn diagram, T-chart, etc. | Create a writing folder (portfolio) containing resources in which all final drafts of student works are kept.  
Suggested resources: list of transition words, graphic organizers, writing frames, rubrics, PEEL paragraph writing strategy. |
| Days 3-4 | **Utopian Ideals and Dystopian Reality**  
Activity 2.3-2 days | Activate background knowledge about utopia/dystopia. Brainstorm possible types of utopias. Have the students work in groups to create their own utopian society | DVD 2081 (from izzit.org)  
Adaptation of *Harrison Bergeron* |
<table>
<thead>
<tr>
<th>Days 5-10</th>
<th><strong>Understanding a Society's Way of Life, Contemplating Conflicting Perspectives, Questioning Society</strong>&lt;br&gt;Activities 2.4-2.6</th>
<th>developing rules/norms. Share with the group. Is it possible to have a perfect society?</th>
<th><strong>The Giver:</strong> When reading <em>The Giver</em> use audio CD's to model fluency and reading with expression.</th>
<th>2.6 Introduce Socratic Seminar and model and/or show video demonstrating the strategy.</th>
<th><a href="https://www.youtube.com/watch?v=6pGVR6ZF_2M">https://www.youtube.com/watch?v=6pGVR6ZF_2M</a> (video on conducting a Socratic Seminar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days 11-16</td>
<td><strong>A Shift in Perspective: Beginning the Adventure, Navigating the Road of Trials, The End of the Journey</strong>&lt;br&gt;Activities 2.7-2.9</td>
<td>Provide the students with a copy of the stages/steps of Hero’s Journey Archetype from the graphic organizer on p.16 (can be downloaded as a PDF and copied and pasted)</td>
<td>Watch again the Hero’s Journey video <a href="http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler">http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler</a></td>
<td></td>
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</tr>
<tr>
<td>Days 17-18</td>
<td>Embedded Assessment 1-2 days</td>
<td>Write an Expository Essay</td>
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<tr>
<td>Days 19-20</td>
<td><strong>Understanding Elements of Argumentation</strong>&lt;br&gt;Activities 2.10-2.11</td>
<td>Review the differences in claim, evidence, and reasoning. Review argument essay rubric. Provide a mini-lesson on writing a good thesis statement.</td>
<td><a href="https://www.youtube.com/watch?v=8wxE8R_x5I0">https://www.youtube.com/watch?v=8wxE8R_x5I0</a> (video thesis statements)&lt;br&gt;<a href="https://www.youtube.com/watch?v=-lzGy5gizKg">https://www.youtube.com/watch?v=-lzGy5gizKg</a> (video argumentative writing)</td>
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<tr>
<td>Days 21-28</td>
<td><strong>Don’t Hate-Debate!</strong>&lt;br&gt;Activities 2.12-2.16</td>
<td>Activity 2.12 would take longer due to the debate and having to teach/scaffold this activity.</td>
<td>Ethos, pathos, and logos video <a href="https://www.youtube.com/watch?v=O2dEuMFR8kw">https://www.youtube.com/watch?v=O2dEuMFR8kw</a></td>
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<tr>
<td>Days 29-30</td>
<td>Activities 2.17-2 days</td>
<td>Teacher could select a topic and sources of informational text to use this activity as a practice exercise for FSA Writing.</td>
<td>On the Springboard homepage (teacher resources) there are a few Writing Workshops that deal with argumentative writing. Other great Writing Workshops are located in different grade levels that we have access to (7th and 6th).</td>
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</tbody>
</table>
Numerous graphic organizers exist on the internet for argumentative writing.

| Days 31-32 | Embedded Assessment 2 | Teacher may want to provide a list of topics to choose from for the debatable essay Embedded Assessment. Philosophical Chairs strategy (which is an AVID strategy) could be incorporated for debating. | http://ed.ted.com/lessons/comma-story-terisa-folaron Continue to conduct grammar mini-lessons
http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf |
## Grade 8 Curriculum Map
### Unit 3: The Challenge to Make a Difference (8 weeks)

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<th>Reading</th>
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<tr>
<td><strong>Goals:</strong> To analyze the development of a theme or central idea of a text</td>
</tr>
<tr>
<td><strong>Genres:</strong> memoirs, poetry, a children’s book, film clips, a drama excerpt, novels, a diary excerpt, a speech excerpt, informational texts, an article</td>
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<table>
<thead>
<tr>
<th>Embedded Assessments</th>
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<td>1: Presenting Voices of the Holocaust</td>
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<tr>
<td>2: Presenting a Multimedia Campaign</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important to learn about the Holocaust?</td>
</tr>
<tr>
<td>How can one person make a difference?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Language Arts Florida Standards</th>
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<tr>
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<tbody>
<tr>
<td><strong>Goals:</strong> To research an issue of national or global significance</td>
</tr>
<tr>
<td>To create an informative and persuasive multimedia presentation</td>
</tr>
<tr>
<td><strong>Focus Areas:</strong> Narrative, Expository</td>
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<table>
<thead>
<tr>
<th>Language and Writer’s Craft</th>
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<tbody>
<tr>
<td><strong>Goals:</strong> To strengthen writing through the effective use of voice and mood</td>
</tr>
<tr>
<td><strong>Focus Areas:</strong> Voice and Mood for Effect, Participle Phrases, Clauses</td>
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</table>

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<th>Speaking and Listening</th>
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<tbody>
<tr>
<td><strong>Goals:</strong> To engage effectively in a range of collaborative discussions</td>
</tr>
<tr>
<td>Engaging in Literature Circles Collaborating for Researching and Presenting Viewing Diverse Media</td>
</tr>
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</table>
# Grade 8 Curriculum Map
## Unit 3 Pacing and Planning Guide

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</thead>
</table>
| Third Nine Weeks | Unit 3  
**The Challenge to Make a Difference**                                                      | Activity 3.3 could be done as a whole-class activity to model the literature circles as opposed to separate groups.   | Continue the same game plan as in unit 1 and 2 for meeting district expectations and teaching the standards. |
| D1-3           | **Collaborating to Preview Holocaust Narratives, Understanding Literature Circle Discussions**  
Activities 3.1-3.3  
3.1-.5 day  
3.2-1.5 days  
3.3-1 day                                                                 | Literature circles could also be done using short stories or articles as opposed to novels.  
Review roles of Literature Circles.  
Practice Preparing for Discussions (expectations as a speaker, expectations as a listener) p.163.  
Use double entry journal to note key points by speakers. | Could use Jigsaw strategy  
Some Suggested Holocaust Narratives:  
*Passage to Freedom* by Ken Mochizuki  
*The Boy on the Wooden Box* by Leon Leyson  
*Night* by Elie Wiesel  
*A Holocaust Narrative* by Jack Adler  
*Child of the Holocaust* by Jack Kuper |

### Vocabulary

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

**Literary:** enunciation, call to action, found poem

### 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
| Days 4-6 | **Making Thematic Connections, Analyzing an Allegory**  
Activities 3.4-3.5  
3.4-2 days  
3.5-1 day | Video Documentaries could be used to differentiate instruction or to supplement the literature circles.  
[CNN documentary survivors of Auschwitz](https://www.youtube.com/watch?v=g2bahri0kbw) | [Terrible Things: An Allegory of the Holocaust](https://www.youtube.com/watch?v=g2bahri0kbw) by Eve Bunting (picture book) |
| Days 7-12 | **Dangerous Diction, Exploring the Museum, Presenting Voices**  
Activities 3.6-3.8  
3.6-1 day  
3.7-2 days  
3.8-3 days | Model Chunking, choral reading, and close reading strategies  
Activity 3.7 may take an additional day depending on research.  
Review diction, connotation, and denotation  
Guided research | Several you tube videos contain useful Holocaust background information.  
Research project in Activity 3.8 will need internet access to look at the Holocaust Memorial Museum site. [http://www.ushmm.org/](http://www.ushmm.org/) |
| Days 13-19 | **Finding Light in Film, Dramatic Tone Shifts, The Wrong Side of the Fence, Creating a Memorable Opening**  
Activities 3.9-3.12  
3.9-2 days  
3.10-2 days  
3.11-2 days  
3.12-1 day | Suggestion: Use *Life is Beautiful* clips as a mini-lesson for the contrast between mood and tone. The overall tone is serious (backdrop of Holocaust) while the mood can be humorous at times.  
3.11 Miep’s Interview [https://www.youtube.com/watch?v=aDU34fvA9C4](https://www.youtube.com/watch?v=aDU34fvA9C4)  
*Life is Beautiful*: film clips from DVD  
The Diary of Anne Frank DVD  
The Boy in the Striped Pajamas DVD | |
| Days 20-21 | Embedding Assessments 1-2 days | To supplement or replace the embedded assessment the students could create a found poem with the theme “finding light in darkness” and present that to the class. | Review key elements of conducting a panel discussion (talking points, details from text, commentary/analysis, and discussion questions. |
| Days 22-25 | **Making a Difference, Never Forget, Never Again**  
Activities 3.13-3.15  
3.13-5 days  
3.14-1 day | Activate Prior knowledge about public service and responsibility to help others.  
3.15 video [https://www.youtube.com/watch?v=JJ8wx-MBo](https://www.youtube.com/watch?v=JJ8wx-MBo) (Elie Wiesel)  
[https://www.youtube.com/watch?v=mAywDN3dYJU](https://www.youtube.com/watch?v=mAywDN3dYJU) | |
| Days 32-35 | Embedded Assessment 2-4 days **Presenting a Multimedia Campaign** | If there is time left in the 9 weeks, you could work on grammar, read the rest of *The Diary of Anne Frank*, or go deeper into the Holocaust | *The Diary of Anne Frank* play
By Francis Goodrich and Albert Hacket |
| --- | --- | --- | --- |
| Days 26-31 | **Students Taking Action, From Vision to Action, Examining Media Campaigns, Raising Awareness**
Activities 3.16-3.19
3.16-2 days
3.17-2 days
3.18-1 day
3.19-1 day | Students can do a compare/contrast with North Korea and Holocaust Germany based on the videos. 3.18 may take two days | [https://www.youtube.com/watch?v=PvfiHmOFY78](https://www.youtube.com/watch?v=PvfiHmOFY78) (I Escaped a North Korean Prison Camp) |
| 3.15-2 days | (Elie Wiesel *Night* trailer) | | |
## Grade 8 Curriculum Map

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

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Embedded Assessments</strong></th>
<th><strong>Writing and Research</strong></th>
</tr>
</thead>
</table>
| **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 | 1: Writing an Analysis of a Humorous Text  
2: Performing Shakespearean Comedy | **Goals:** To write a well-developed analysis of a humorous text  
Focus Areas: Narrative, Expository, |
| **Genres:** essays, comic strips, political cartoons, an article, film clips, a short story, a novel excerpt, poetry, drama, an informational text | **Essential Questions** | **Focus Areas:** verbs |
| **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” | How do writers and speakers use humor to convey truth?  
What makes an effective performance of a Shakespearean comedy? | **Goals:** To understand verbals and how they are used in writing  
Focus Areas: verbals |
| **Targeted Language Arts Florida Standards** | **Targeted Language Arts Florida Standards** | **Goals:** To perform a scene from a Shakespearean comedy  
Sharing and Discussing Textual Evidence  
Sharing and Responding in Writing Groups  
Collaborating for Performance |
| LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;  
LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.10;  
LAFS.8.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.9, 4.10;  
LAFS.8.W.3.1, 1.2, 2.4, 2.5, 2.6;  
LAFS.8.W.1.1, 2.4, 2.5, 2.6 | LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.10;  
LAFS.8.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 4.10;  
LAFS.8.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.9, 4.10;  
LAFS.8.W.3.1, 1.2, 2.4, 2.5, 2.6 | **Speaking and Listening** |
| **Vocabulary** | **Additional Assessment Opportunities** | **Goals:** To write a well-developed analysis of a humorous text  
Focus Areas: Narrative, Expository, |
| Academic: juxtaposition, caricature, deride, denounce  
Literary: satire, persona, irony, dialect, yarn, alliteration, comedy, performance | **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 | **Goals:** To understand verbals and how they are used in writing  
Focus Areas: verbals  
Sharing and Discussing Textual Evidence  
Sharing and Responding in Writing Groups  
Collaborating for Performance |
## Grade 8 Curriculum Map
### Unit 4 Pacing and Planning Guide

<table>
<thead>
<tr>
<th>Dates</th>
<th>SpringBoard Activities</th>
<th>Differentiation for Student Needs</th>
<th>District Expectations and Opportunities for Additional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Nine Weeks</td>
<td><strong>The Challenge of Comedy</strong></td>
<td></td>
<td>Continue the same game plan as in unit 1 and 2 for meeting district expectations and teaching the standards.</td>
</tr>
<tr>
<td>Days 1-4</td>
<td><em>Understanding the Complexity of Humor, Classifying Comedy</em></td>
<td>4.2 presentation <a href="http://prezi.com/9cwz1gasr41n/an-analysis-of-humor/">http://prezi.com/9cwz1gasr41n/an-analysis-of-humor/</a></td>
<td>4.5 video <a href="https://www.youtube.com/watch?v=-1t9dg5dzQo">https://www.youtube.com/watch?v=-1t9dg5dzQo</a></td>
</tr>
<tr>
<td>Days 5-11</td>
<td><strong>Humorous Anecdotes, Finding Truth in Comedy, Satirical Humor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days 12-22</td>
<td><em>Elements of Humor: Comic Characters and Caricatures, Comic Situations, Hyperbole, Comic Wordplay, Planning and Revising an Analysis of Humorous Text</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days 23-25</td>
<td>Embedded Assessment 1-3 days</td>
<td>Writing an Analysis of Humorous Text</td>
<td>“Priscilla and the Wimps”</td>
</tr>
</tbody>
</table>
| Days 26-30 | *Creating Context for Shakespearean Comedy, Insulting Language*  
Activities 4.12-4.14  
4.12-1 day  
4.13-3 days  
*Insulting Language*  
4.14-1 day | | 4.13 video  
https://www.youtube.com/watch?v=dXrMBrwhCio&list=PL0Qyg6FSnED8U4pK_gKWmBRMBDWL7mSAh |
| Days 31-33 | *Close Reading of a Scene, Acting Companies and Collaborative Close Reading*  
Activities 4.15-4.16  
4.15-1 day  
4.16-2 days | | |
| Days 34-39 | *Facing the Challenge of Performance, Working with Acting Companies and Focus Groups, Same Text, Different Text, Dress Rehearsal*  
Activities 4.17-4.20  
4.17-1 day  
4.18-2 days  
4.19-2 days  
4.20-1 day | | |
<p>| Days 40-42 | <strong>Performing Shakespearean Comedy</strong> | If there is time left in the 9 weeks, you could work on grammar | |</p>
<table>
<thead>
<tr>
<th>Embedded Assessment</th>
<th>2-3 days</th>
<th></th>
</tr>
</thead>
</table>