

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”

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

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 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

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

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

Dates	SpringBoard Activities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
First Nine Weeks	Unit 1 The Challenge of Heroism	<ul style="list-style-type: none"> 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. <i>The Drummer Boy of Shiloh, The Odyssey</i> 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 	<p>Use District Reading Assessments at teacher's discretion (pre-test/ post-test, formative assessment, to model reading strategies, etc.).</p> <p>Suggested use of supplemental instruction in grammar, conventions, and technology (Microsoft Word, basic typing and publishing skills).</p> <p>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. http://middleschoolteachertoliteracycoach.blogspot.com/2013/09/using-mentor-sentences-to-improve.html</p> <p>Articles of the week can provide additional support for FSA. Some suggested sites: http://vms.vale.k12.or.us/articles-week https://www.engageny.org/ 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.</p> <p>Begin building Vocabulary/Literary terms notebook.</p>

		track of the different types of writing that they will focus on.	
Days 1-5	<p>Activities 1.1-1.4 <i>Understanding Challenges, Opening with Imagery, Visual Techniques</i> 1.1-.5 day 1.2-1.5 days 1.3-2 days 1.4-1 day</p>	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.	<p>Suggested Commercials for framing, angle, lighting https://www.youtube.com/watch?v=45Vok2fM7Lg (Jeep Commercial w/singing animals) 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?</p>
Days 6-17	<p>Activities 1.5-1.9 <i>Understanding the Hero's Journey Archetype, Departure, The Initiation, Language and Writer's Craft: Revising and Editing, The Return</i> 1.5-3 days 1.6-2 days 1.7-3 days 1.8-2 days 1.9-2 days</p>	<p>In activity 1.5, the whole movie <i>Batman Begins</i> 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.</p> <p>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.</p>	<p>http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler (Video to explain the Hero's Journey Archetype)</p> <p>Model/create a writer's checklist as a whole group.</p>
Days 18-20	Embedded Assessment 1	Writing a Hero's Journey Narrative	https://www.youtube.com/watch?v=00gYK-m-h3gU (Shmoop video writing a narrative)
Day 21	Activities 1.10-1.11 <i>The Nuance of Tone</i>		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	<i>Physical and Emotional Challenges, Definition</i>	Model TP-CASTT before having the students complete 1.12 using	Activity 1.13 prezi slideshow http://prezi.com/rv68zwx9f44w/writing-a-definition-essay/

	<p>Strategies, Historical Heroes: Examples Activities 1.12-1.14 1.12-2 Days 1.13-1 Day 1.14-3Days</p>	<p>another poem: suggested <i>Mocco Limping</i></p> <p>Model SOAPStone using another piece of informational text.</p> <p>Article: Twin Towers High-Wire Walk, 40 Years Later</p> <p>If time permits, view accompanying video clip showing Phillip Petit's walk</p> <p>Activity 1.13 may be difficult to fit into 1 period without leaving out some of the steps.</p>	<p>Mocco Limping is available in a PDF online</p> <p>http://www.history.com/news/the-twin-towers-high-wire-walk-40-years-ago (informational text)</p> <p>https://www.youtube.com/watch?v=mAZppPSbxxs (you tube video)</p>
Day 28	<p>Language and Writer's Craft: Transitions and Quotations Activity 1.15-2 Days</p>		<p>Use RAD CAB (relevancy, appropriateness, detail, currency, authority, bias) as well as</p>
Days 29-31	<p>Negation Strategy for Definition, Expository Writing Focus: Organization Activities 1.16-1.17 1.16-1 Day 1.17-2 Days</p>	<p>If there is time left in the 9 weeks, you could pull in some more poetry to work on TPCASTT (<i>Still I Rise</i> by Maya Angelou) and also continue grammar mini lessons.</p>	<p>http://ed.ted.com/lessons/comma-story-terisa-folaron (comma usage video)</p>
Days 32-33	<p>Embedded Assessment 2-2 Days</p>	<p>Writing a Definition Essay</p>	



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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

Embedded Assessments

- 1: Writing an Expository Essay
- 2: Writing an Argumentative Essay

Essential Questions

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

To what extent can a perfect or ideal society exist?

What makes an argument effective?

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

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

Vocabulary

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

Literary: antagonist

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

Dates	SpringBoard Activities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
Second Nine Weeks	Unit 2 The Challenge of Utopia		Use District Reading Assessments at teacher's discretion (pre-test/ post-test, formative assessment, to model reading strategies, etc.).

			<p>Suggested use of supplemental instruction in grammar, conventions, and technology (Microsoft Word, basic typing and publishing skills).</p> <p>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.</p> <p>Articles of the week can provide additional support for FSA. Some suggested sites: http://vms.vale.k12.or.us/articles-week https://www.engageny.org/ https://newsela.com/ (create a sign in and the site contains articles with the ability to differentiate, contains quizzes, and contains writing prompts) New articles appear daily.</p> <p>Begin building Vocabulary/Literary terms notebook.</p>
Days 1-2	<p>Expository Writing: Compare/Contrast Activities 2.1-2.2 2.1-.5 day 2.2-1.5 days</p>	<p>Preview the unit</p> <p>Scaffold compare/contrast using real world examples. Use brainstorming and introduce graphic organizers to use for compare/contrast. Ex. Venn diagram, T-chart, etc.</p>	<p>Create a writing folder (portfolio) containing resources in which all final drafts of student works are kept.</p> <p>Suggested resources: list of transition words, graphic organizers, writing frames, rubrics, PEEL paragraph writing strategy.</p>
Days 3-4	<p>Utopian Ideals and Dystopian Reality Activity 2.3-2 days</p>	<p>Activate background knowledge about utopia/dystopia. Brainstorm possible types of utopias. Have the students work in groups to create their own utopian society</p>	<p>DVD 2081 (from izzit.org) Adaptation of <i>Harrison Bergeron</i></p>

		developing rules/norms. Share with the group. Is it possible to have a perfect society?	
Days 5-10	<i>Understanding a Society's Way of Life, Contemplating Conflicting Perspectives, Questioning Society</i> Activities 2.4-2.6 2.4-2 days 2.5-2 days 2.6-2 days	<i>The Giver</i> : When reading <i>The Giver</i> use audio CD's to model fluency and reading with expression. 2.6 Introduce Socratic Seminar and model and/or show video demonstrating the strategy.	https://www.youtube.com/watch?v=6pGVR6ZF_2M (video on conducting a Socratic Seminar)
Days 11-16	<i>A Shift in Perspective: Beginning the Adventure, Navigating the Road of Trials, The End of the Journey</i> Activities 2.7-2.9 2.7-2 days 2.8-2 days 2.9- 2 days	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)	Watch again the Hero's Journey video http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler
Days 17-18	Embedded Assessment 1-2 days	Write an Expository Essay	
Days 19-20	<i>Understanding Elements of Argumentation</i> Activities 2.10-2.11 2.10-.5 day 2.11-1.5 days	Review the differences in claim, evidence, and reasoning. Review argument essay rubric. Provide a mini-lesson on writing a good thesis statement.	https://www.youtube.com/watch?v=8wxE8R_x5I0 (video thesis statements) https://www.youtube.com/watch?v=-lzGy5gizKg (video argumentative writing)
Days 21-28	<i>Don't Hate-Debate!</i> Activities 2.12-2.16 2.12-2 days 2.13-1 day 2.14-1 day 2.15-2 days 2.16-2 days	Activity 2.12 would take longer due to the debate and having to teach/scaffold this activity.	Ethos, pathos, and logos video https://www.youtube.com/watch?v=O2dEuMFR8kw
Days 29-30	Activities 2.17-2 days	Teacher could select a topic and sources of informational text to use this activity as a practice exercise for FSA Writing.	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 (7 th and 6 th).

			Numerous graphic organizers exist on the internet for argumentative writing.
Days 31-32	Embedded Assessment 2	<p>Teacher may want to provide a list of topics to choose from for the debatable essay Embedded Assessment.</p> <p>Philosophical Chairs strategy (which is an AVID strategy) could be incorporated for debating.</p>	<p>http://ed.ted.com/lessons/comma-story-terisa-folaron Continue to conduct grammar mini-lessons</p> <p>http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf</p>

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 Language Arts Florida Standards

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

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

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

Grade 8 Curriculum Map Unit 3 Pacing and Planning Guide

Dates	SpringBoard Activities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
Third Nine Weeks	Unit 3 The Challenge to Make a Difference		Continue the same game plan as in unit 1 and 2 for meeting district expectations and teaching the standards.
D1-3	<i>Collaborating to Preview Holocaust Narratives, Understanding Literature Circle Discussions</i> Activities 3.1-3.3 3.1-.5 day 3.2-1.5 days 3.3-1 day	Activity 3.3 could be done as a whole-class activity to model the literature circles as opposed to separate groups. 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: <i>Passage to Freedom</i> by Ken Mochizuki <i>The Boy on the Wooden Box</i> by Leon Leyson <i>Night</i> by Elie Wiesel <i>A Holocaust Narrative</i> by Jack Adler <i>Child of the Holocaust</i> by Jack Kuper

		Video Documentaries could be used to differentiate instruction or to supplement the literature circles.	https://www.youtube.com/watch?v=g2bahri0kbw (CNN documentary survivors of Auschwitz)
Days 4-6	<i>Making Thematic Connections, Analyzing an Allegory</i> Activities 3.4-3.5 3.4-2 days 3.5-1 day	Model Chunking, choral reading, and close reading strategies	<i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting (picture book)
Days 7-12	<i>Dangerous Diction, Exploring the Museum, Presenting Voices</i> Activities 3.6-3.8 3.6-1 day 3.7-2 days 3.8-3 days	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/
Days 13-19	<i>Finding Light in Film, Dramatic Tone Shifts, The Wrong Side of the Fence, Creating a Memorable Opening</i> Activities 3.9-3.12 3.9-2 days 3.10-2 days 3.11-2 days 3.12-1 day	Suggestion: Use <i>Life is Beautiful</i> 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 <i>Life is Beautiful</i> : film clips from DVD <i>The Diary of Anne Frank</i> DVD <i>The Boy in the Striped Pajamas</i> DVD
Days 20-21	Embedded Assessments 1-2days Presenting Voices of the Holocaust	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	<i>Making a Difference, Never Forget, Never Again</i> 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=Ij-8wx-MBo (Elie Wiesel) https://www.youtue.com/watch?v=mAywDN3dYJU

	3.15-2 days		(Elie Wiesel <i>Night</i> trailer)
Days 26-31	<p><i>Students Taking Action, From Vision to Action, Examining Media Campaigns, Raising Awareness</i></p> <p>Activities 3.16-3.19</p> <p>3.16-2 days</p> <p>3.17-2 days</p> <p>3.18-1 day</p> <p>3.19-1 day</p>	<p>Students can do a compare/contrast with North Korea and Holocaust Germany based on the videos.</p> <p>3.18 may take two days</p>	<p>https://www.youtube.com/watch?v=PvfiHmOFY78</p> <p>(I Escaped a North Korean Prison Camp)</p>
Days 32-35	<p>Embedded Assessment 2-4 days</p> <p>Presenting a Multimedia Campaign</p>	<p>If there is time left in the 9 weeks, you could work on grammar, read the rest of <u>The Diary of Anne Frank</u>, or go deeper into the Holocaust</p>	<p><i>The Diary of Anne Frank</i> play</p> <p>By Francis Goodrich and Albert Hackett</p>

Grade 8 Curriculum Map

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

Reading
<p>Goals: <i>To analyze how a variety of authors create humor in print and nonprint texts</i></p> <p><i>To analyze how humor is used to reveal a universal truth or theme</i></p> <p><i>To analyze a scene from a Shakespearean comedy</i></p> <p>Genres: essays, comic strips, political cartoons, an article, film clips, a short story, a novel excerpt, poetry, drama, an informational text</p> <p>Key Texts: “Made You Laugh,” from <i>Brothers</i>, “I’ve got a few pet peeves about sea creatures,” “The Open Window,” from <i>The Adventures of Tom Sawyer</i>, “They Have Yarns,” “Moose,” “Is Traffic Jam Delectable?” “The Power of Pets,” print and film excerpts from <i>A Midsummer Night’s Dream</i>, from “Fear Busters—10 Tips to Overcome Stage Fright”</p>

Vocabulary
<p>Academic: juxtaposition, caricature, deride, denounce</p> <p>Literary: satire, persona, irony, dialect, yarn, alliteration, comedy, performance</p>

Embedded Assessments
<p>1: Writing an Analysis of a Humorous Text</p> <p>2: Performing Shakespearean Comedy</p>

Essential Questions
<p>How do writers and speakers use humor to convey truth?</p> <p>What makes an effective performance of a Shakespearean comedy?</p>

Targeted Language Arts Florida Standards
<p>LAFS.8.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 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.SL.1.1, 1.2, 2.4, 2.5, 2.6; LAFS.8.L.1.1, 2.4, 2.5, 2.6</p>

Writing and Research
<p>Goals: <i>To write a well-developed analysis of a humorous text</i></p> <p>Focus Areas: Narrative, Expository,</p>

Language and Writer’s Craft
<p>Goals: <i>To understand verbals and how they are used in writing</i></p> <p>Focus Areas: verbals</p>

Speaking and Listening
<p>Goals: <i>To perform a scene from a Shakespearean comedy</i></p> <p>Sharing and Discussing Textual Evidence Sharing and Responding in Writing Groups Collaborating for Performance</p>

Additional Assessment Opportunities
<p>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</p>

Grade 8 Curriculum Map

Unit 4 Pacing and Planning Guide

Dates	SpringBoard Activities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
Fourth Nine Weeks	Unit 4 The Challenge of Comedy		Continue the same game plan as in unit 1 and 2 for meeting district expectations and teaching the standards.
Days 1-4	<i>Understanding the Complexity of Humor, Classifying Comedy</i> Activities 4.1-4.3 4.1-.5 day 4.2-2 days 4.3-1 day		4.2 presentation http://prezi.com/9cwz1gasr41n/an-analysis-of-humor/ http://ed.ted.com/lessons/shakespearean-dating-tips-anthony-john-peters
Days 5-11	<i>Humorous Anecdotes, Finding Truth in Comedy, Satirical Humor</i> Activities 4.4-4.6 4.4-3 days 4.5-2 days 4.6-2 days		4.5 video https://www.youtube.com/watch?v=-1t9dg5dzQo
Days 12-22	<i>Elements of Humor: Comic Characters and Caricatures, Comic Situations, Hyperbole, Comic Wordplay, Planning and Revising an Analysis of Humorous Text</i> Activities 4.7-4.11 4.7-2 days		

	4.8-2 days 4.9-2 days 4.10-2 days 4.11-3 days		
Days 23-25	Embedded Assessment 1-3 days	Writing an Analysis of Humorous Text	"Priscilla and the Wimps"
Days 26-30	<i>Creating Context for Shakespearean Comedy, Insulting Language</i> Activities 4.12-4.14 4.12-1 day 4.13-3 days <i>Insulting Language</i> 4.14-1 day		4.13 video https://www.youtube.com/watch?v=fXrMBRwhCio&list=PLOQyg6FSnED8U4pK_gKWmBRMODWL7mfAb
Days 31-33	<i>Close Reading of a Scene, Acting Companies and Collaborative Close Reading</i> Activities 4.15-4.16 4.15-1 day 4.16-2 days		
Days 34-39	<i>Facing the Challenge of Performance, Working with Acting Companies and Focus Groups, Same Text, Different Text, Dress Rehearsal</i> Activities 4.17-4.20 4.17-1 day 4.18-2 days 4.19-2 days 4.20-1 day		
Days 40-42	Performing Shakespearean Comedy	If there is time left in the 9 weeks, you could work on grammar	

	Embedded Assessment 2-3 days		
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