

GRADE 8: SCOPE & SEQUENCE ~ College Board, *SpringBoard* 2017-2018

| SpringBoard UNIT | UNIT DESCRIPTION | Reading: <i>Literature</i> | Reading: <i>Informational</i> | Writing | Speaking and Listening | Language | Pre-AP/College Readiness Skills |
|--|--|---|--|---|--|---|--|
| Unit 1 <i>The Challenge of Heroism</i> | The word <i>heroism</i> is often used, yet rarely defined. We hear it on the news, read it in newspapers, see it in movies. We are bombarded with the media’s version of heroism, and we accept it as truth. This unit shows students how to take an everyday concept such as <i>heroism</i> and think about it analytically and creatively from diverse perspectives. Students study heroes from across time and cultures to discover similarities and differences between mythological, literary and real-life heroes, and to distinguish the media’s heroes from their own. | RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.10 | RI.8.1 RI.8.2 RI.8.4 RI.8.5 RI.8.6 RI.8.10 | W.8.2 W.8.3 W.8.4 W.8.5 W.8.7 W.8.8 W.8.9 W.8.10 | SL.8.1 SL.8.2 SL.8.4 SL.8.5 SL.8.6 | L.8.1 L.8.2 L.8.4 L.8.5 L.8.6 | <ul style="list-style-type: none"> Analyzing writer’s craft Using textual evidence to support a literary interpretation Making meaning of a wide variety of texts of literary merit Applying a literary archetype to literary text Writing for a variety of purposes Analyzing an image as text |
| | ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 8, Unit 1 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 8, Unit 1 | | | | Essential Questions: <ul style="list-style-type: none"> What defines a hero? How does the Hero’s Journey archetype appear in stories throughout time? | | |
| Unit 2 <i>The Challenge of Utopia</i> | This unit gives students a deeper understanding of the world. Through their study of utopian societies, students see that life cannot be perfect, no matter how hard we try, but they also see that without hardships, heroes would not exist. Just as a day is a balance of dark and light, so is life. Through their study of argumentation, students realize they have the power to convince others to do what is right, to make a change, or to see from a new perspective. | RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.10 | RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.8 RI.8.9 | W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10 | SL.8.1 SL.8.3 SL.8.4 SL.8.6 | L.8.1 L.8.2 L.8.4 L.8.5 L.8.6 | <ul style="list-style-type: none"> Analyzing writer’s craft Using textual evidence to support a literary interpretation Applying a literary archetype to literary text Produce expository, analytical, and argumentative texts that introduce a complex idea and develop it with evidence, explanations, and transitions Create and sustain arguments based on readings, research, and/or personal experience |
| | ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 8, Unit 2 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 8, Unit 2 | | | | Essential Questions: <ul style="list-style-type: none"> To what extent can a perfect or ideal society exist? What makes an argument effective? | | |

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|--|---|---|---|---|--|---|--|
| Unit 3 <i>The Challenge to Make a Difference</i> | This unit invites students to study the past as a way to act on their future. By reading narratives from the Holocaust, students will grapple with significant challenges from history and then examine and evaluate current national or global issues by analyzing and synthesizing a multitude of ideas from literature and informational texts in print and online. Through critical reading, collaborative discussion, expository and argumentative writing, students will research, create, and communicate ideas to positively influence others inside the classroom walls and outside in our contemporary world. | RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.7 RL.8.8 RL.8.10 | RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.7 RI.8.8 RI.8.10 | W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10 | SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6 | L.8.1 L.8.2 L.8.4 L.8.5 L.8.6 | <ul style="list-style-type: none"> Using strategies of close reading to analyze how a literary text conveys meaning Writing for a variety of purposes Creating and sustaining arguments based on readings, research, and/or personal experience Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure Demonstrating an understanding and mastery of standard written English as well as a stylistic maturity |
| | ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development, Student Edition, Grade 8, Unit 3</i> <i>SpringBoard English Language Development, Teacher Edition Grade 8, Unit 3</i> | | | | Essential Questions: <ul style="list-style-type: none"> Why is it important to learn about the Holocaust? How can one person make a difference? | | |
| Unit 4 <i>The Challenge of Comedy</i> | Students have learned that overcoming challenges is not easy, but they have also experienced that finding humor in life can help along the way. In Unit 4, students identify and analyze the elements commonly found in humorous writing and visual media. Students will examine the ways authors create humor for effect and will demonstrate their understanding by writing an expository essay analyzing a humorous text and by analyzing and performing scenes from a Shakespeare comedy. | 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 | W.8.2 W.8.3 W.8.4 W.8.5 W.8.7 W.8.9 W.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 | <ul style="list-style-type: none"> Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing Reading to become aware of how stylistic effects are achieved by a write Analyzing literature using the language of literary analysis Applying effective strategies and techniques in own writing Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure |
| | ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development, Student Edition, Grade 8, Unit 4</i> <i>SpringBoard English Language Development, Teacher Edition Grade 8, Unit 4</i> | | | | Essential Questions: <ul style="list-style-type: none"> How do writers and speakers use humor to convey truth? What makes an effective performance of a Shakespearean comedy? | | |

GRADE 8: ELA Assessment Overview 2017-18

| Name of Assessment | Time Frame | Assessed Standards |
|---------------------|---|--|
| District Interim #1 | October 2 nd -13 th | Standards: RL.1, RL.2, RL.3, RL.4, RL.5 L1, L2, L4, L5, W9 |
| District Interim #2 | January 22 nd - February 2 nd | Standards: RI.1, RI.2, RI.3, RI.4, RI.6 L1, L2, L3, L4, W9 |
| SBAC Testing Window | April 16 th – June 1 st | ALL |

Additional Assessment Opportunities

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|---|---|--|
| Unit 1: The Challenge of Heroism | <p>Narrative Writing Prompts: Activities 1.6, 1.7, 1.9</p> <p>Expository Writing Prompts: Activities 1.13, 1.14, 1.16, 1.17</p> <p>Citing Textual Evidence: Activities 1.3, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16</p> <p>Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9</p> <p>Presentation: Activity 1.11</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p> | <p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Writing a Hero’s Journey Narrative 2. Writing a Definition Essay |
| Unit 2: The Challenge of Utopia | <p>Argumentative Writing Prompts: Activities 2.13, 2.15, 2.16</p> <p>Expository Writing Prompts: Activities 2.2, 2.3, 2.5.2.7, 2.9</p> <p>Citing Textual Evidence: Activities 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13, 2.15, 2.16</p> <p>Creating Visuals: Activities 2.4, 2.5</p> <p>Socratic Seminar/Discussion/Debate: Activity 2.6, 2.8, 2.12, 2.17</p> <p>Annotated Bibliography: Activity 2.16</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p> | <p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Writing an Expository Essay 2. Writing an Argumentative Essay |
| Unit 3: The Challenge to Make a Difference | <p>Narrative Writing Prompt: Activities 3.8</p> <p>Expository Writing Prompts: Activities 3.5, 3.9, 3.10</p> <p>Argumentative Writing Prompts: Activity 3.15</p> <p>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</p> <p>Presentation: Activity 3.7, 3.8, 3.11</p> <p>Research/Investigation: Activities 3.14, 3.16</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p> | <p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Presenting Voices of the Holocaust 2. Presenting a Multimedia Campaign |
| Unit 4: The Challenge of Comedy | <p>Narrative Writing Prompt: Activities 4.4, 4.13</p> <p>Expository Writing Prompts: Activities 4.3, 4.4, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10</p> <p>Citing Textual Evidence: Activities 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.15</p> <p>Rehearsal/Performance: Activities 4.14, 4.16, 4.17, 4.18, 4.20</p> <p>Visual Representation: Activity 4.13</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p> | <p>Embedded Assessments (Required):</p> <ol style="list-style-type: none"> 1. Writing an Analysis of a Humorous Text 2. Performing Shakespearean Comedy |

