

Grade 8 curriculum map

8A: Perspectives & Narrative



Unit summary

Students learn to read like writers—to pay attention to the craft of writing and the moves a good writer makes to shape the way the reader sees a scene or feels about a character, to stir us up, to surprise us, or to leave us wondering what will happen next. This early focus on the student writer is designed to help place student voices at the center of learning.

In the Get Started sub-unit, students are introduced to the core literacy skills of Focus and Showing, hone their powers of observation and concentration, and practice the fundamental classroom routines of sharing and feedback that draw them into a collaborative community of readers and writers. In the Narrative Writing sub-unit, students study three examples of narrative writing—passages from Roald Dahl’s *Going Solo*, Amy Tan’s “Fish Cheeks,” and Kaitlyn Greenidge’s “My Mother’s Garden”—closely reading each text to discover how the authors use key narrative writing skills to convey their ideas. They also discuss themes of belonging/not belonging as they explore Tan’s and Greenidge’s snapshots of Asian and Black adolescence. Students respond to Writing Prompts that alternate between analytic and narrative writing, and write a short personal narrative about a moment from their childhood. The unit culminates in an essay where students argue whether the mothers in “Fish Cheeks” and “My Mother’s Garden” are role models.



QT: 830L–1080L



QL: 3



RT: 3



Rationale(s) for QL

- Language is literal and familiar
- Text structure is generally straightforward but often implicit
- Texts may include multiple purposes or be stated implicitly

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (9 lessons)
- SU3: Narrative Writing (10 lessons)

Summative assessments

- SU4: Write an Essay: Argumentative (5 lessons)
- Perspectives & Narrative Unit Reading Assessment

Essay prompt

Are the mothers featured in “Fish Cheeks” and “My Mother’s Garden” role models for their daughters? Why or why not?

Vocabulary module

Synonyms and Antonyms

Texts in the unit

Core texts

- *Going Solo* by Roald Dahl I/LN, 1080L
- “Fish Cheeks” by Amy Tan I/LN, 890L
- “My Mother’s Garden” by Kaitlyn Greenidge I/LN, 990L
- *The Glass Castle* by Jeanette Walls I/LN, 1010L
- *The Girl Who Loved Tom Gordon* by Stephen King L/S, 970L
- *The Life of Pi* by Yann Martel L/S, 830L
- *The Princess Bride* by William Goldman L/S, 870L
- *The Phantom Tollbooth* by Norton Juster L/S, 1000L

Extra texts

- Excerpt from *The Bad Beginning* by Lemony Snicket L/S
- Excerpt from *Davy and the Goblin* by Charles E. Carryl L/S

Spanish article

- ¿Sabes que...? “¿Qué es lo que inspira a una obra maestra de la literatura?” by Mónica-Ramón Ríos I/LN, 820L–1420L



8B: Liberty & Equality



Unit summary

Students study the writings of both famous and lesser-known Americans who were critically, intellectually, and physically engaged in a debate about the meaning of the words “all men are created equal” during the Civil War time period. Each text gives students a different perspective on the American ideal.

Students read excerpts from Walt Whitman’s *Leaves of Grass* and try on his poetic form and use of figurative language to capture what is essential about themselves. Frederick Douglass’s powerful voice and abolitionist argument, set forth in his *Narrative of the Life of Frederick Douglass*, is the students’ guiding voice as they reflect on, discuss, write about, and debate ideas of equality, opportunity, justice, and freedom. The text introduces students to the young Douglass as he moves toward personal liberation, and provides the opportunity for students to analyze Douglass’s powerful arguments against slavery. Students also read passages from Harriet Ann Jacobs’s *Incidents in the Life of a Slave Girl*, analyzing how her graceful style and detailed picture of life as an enslaved woman paint a powerful portrait of slavery’s human cost. For teachers who want to bring in additional accounts and perspectives on slavery in the United States, The Emancipation Project Quest contains primary source spoken testimonies, photographs, and period music—many collected as part of the Federal Writers’ Project of the 1930s. Next, students read passages from *The Boys’ War*, which tells the tale of the very young people who signed up enthusiastically to fight on both sides during the Civil War. Finally, after critically examining the voices of all these eyewitnesses to slavery, the abolitionist movement, and the Civil War, students are asked in their unit essay to consider a central argument from Douglass’s *Narrative*, as well as Lincoln’s implied question in his Gettysburg Address: What does America mean by “all men are created equal”?



QT: 900–1500L



QL: 5



RT: 4



Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language is generally complex in word usage, level of abstraction, and sentence complexity
- The subject matter requires discipline-specific knowledge or references to other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

- SU1: "Song of Myself" by Walt Whitman (2 lessons)
- SU2: *Narrative of the Life of Frederick Douglass* by Frederick Douglass (14 lessons)
- SU3: *Incidents in the Life of a Slave Girl* by Harriet Jacobs (2 lessons)
- SU4: *The Boys' War* by Jim Murphy (3 lessons)
- SU5: The Gettysburg Address (5 lessons)

Summative assessments

- SU6: Write an Essay: Informative (5 lessons)
- Liberty & Equality Unit Reading Assessment

Quest

- *The Emancipation Project*

Essay prompt

Choose one:

How does Lincoln, in the Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that "All men are created equal"?

How does Douglass, in *Narrative of the Life of Frederick Douglass*, try to change what his readers believe about what it means to be dedicated to the American idea that "all men are created equal"?

Vocabulary module

Context Clues



Texts in the unit

Core texts

- "Song of Myself" by Walt Whitman L/P
- Gettysburg Address I/H, 1500L
- *The Columbian Orator: Containing a Variety of Original and Selected Pieces Together With Rules, Which Are Calculated to Improve Youth and Others, in the Ornamental and Useful Art of Eloquence* by Caleb Bingham I/H
- *Narrative of Sojourner Truth; a Bondswoman of Olden Time, Emancipated by the New York Legislature in the Early Part of the Present Century; With a History of her Labors and Correspondence Drawn from her "Book of Life"* by Sojourner Truth with Olive Gilbert I/H, 1420L
- Frances Ellen Watkins' speech "Liberty for Slaves" I/H
- John C. Calhoun's speech to the US Senate, 1837 I/H, 1400L
- Frederick Douglass's speech "What to the Slave Is the Fourth of July?" Delivered in Corinthian Hall, Rochester, July 5, 1852 I/H
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs I/LN, 900L
- *The Boys' War* by Jim Murphy I/H, 1060L
- *A Confederate Girl's Diary* by Sarah Morgan Dawson I/LN, 1030L
- Declaration of Independence I/H, 1430L
- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass I/LN, 1060L
- "On Woman's Rights" by Sojourner Truth I/H, 950L

Extra texts

- Excerpt from *Up from Slavery: An Autobiography* by Booker T. Washington I/H
- Excerpt from "The claims of the Negro, ethnologically considered: an address before the literary societies of Western Reserve College" by Frederick Douglass I/H
- Excerpt from *The Every-Day Life of Abraham Lincoln* by Francis F. Brown I/H

Spanish article

- ¿Sabes que...? "Alfabetización, un instrumento para la emancipación" by Mónica-Ramón Ríos I/H, 820L–1420L

8C: Science & Science Fiction



Unit summary

Students read *Gris Grimly's Frankenstein*, a graphic novel that adds captivating illustrations to an abridgement of the 1818 edition of Mary Shelley's book. Paired with Shelley's text, Grimly's haunting representations of Frankenstein's creature push students to wrestle with some of the text's central themes: a creator's responsibility for their creation, the role of society in shaping our presence in the world, and the promises and risks of scientific inquiry. Students trace Victor's level of sympathy for his creation throughout the story, rewrite key scenes from the creature's point of view, analyze Shelley's allusions to archetypes in mythological and biblical texts, and debate whether Victor owes the creature a companion. At the end of the unit, after research and debate, students write to determine whether or not Victor's creature should ultimately be considered human.

In the Poetical Science sub-unit, students read two poems, a speech, and excerpts from Chapter 1 of Walter Isaacson's *The Innovators* to compare and contrast the ways in which William Wordsworth, Lord Byron, and Ada Lovelace viewed humanity's relationship with technology. The texts in this unit raise the question: Are we the masters of our machines, or are the machines our masters?



QT: 840L–1540L



QL: 4



RT: 4



Rationale(s) for QL

- Text structure contains some sophisticated structural elements
- Language is generally complex in word usage, level of abstraction, and sentence complexity
- Levels of meanings and/or theme may be conveyed with some subtlety

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout Amplify; areas of high complexity balanced by scaffolds and engaging activities.

Sub-units and # of lessons

Core lessons

- SU1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly (17 lessons)
- SU3: Poetical Science (6 lessons)

Summative assessments

- SU2: Write an Essay: Argumentative (5 lessons)
- Science & Science Fiction Unit Reading Assessment

Essay prompt

Is Frankenstein's creature human?



Vocabulary module

Greek and Latin Roots

Texts in the unit

Core texts

- *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly L/S, 980L
- Excerpts from *Frankenstein; or the Modern Prometheus* by Mary Shelley L/S, 1040L
- Genesis 2, Revised Standard Version L/S, 840L
- "Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story" by Mordaunt Hall from *The New York Times* I/H, 1540L
- "Prometheus," from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S, 870L
- *The Innovators* by Walter Isaacson I/H, 1250L
- "The Tables Turned" by William Wordsworth L/P
- "Debate on the Frame-Work Bill, in the House of Lords" by Lord Byron I/H, 1400L
- "All Watched Over by Machines of Loving Grace" by Richard Brautigan L/P
- Letter 8 in *A Lady's Life in the Rocky Mountains* by Isabella L. Bird I/LN
- "Whiz Kid" in *Steve Jobs: Technology Innovator and Apple Genius* by Matt Doeden I/H, 880L
- "Core of an Idea" in *Steve Jobs: Technology Innovator and Apple Genius* by Matt Doeden I/H, 880L

Extra texts

- "Pygmalion," from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin L/S
- Excerpts from *Benjamin Franklin: An American Life* by Walter Isaacson I/H
- Excerpt from *History of US 8: Age of Extremes, 1880–1917* by Joy Hakim I/H

Spanish article

- ¿Sabes que...? "Personajes de la literatura gótica" by Mónica-Ramón Ríos I/H, 820L–1420L

8D: Shakespeare's Romeo & Juliet



Unit summary

Students read five excerpts from Shakespeare's *Romeo and Juliet*. The purpose of these lessons is to introduce students to some key elements of Shakespearean English as they close read a small selection of scenes. After students have finished the unit, they will have learned how to spot and follow an extended metaphor, discovered that they can understand Shakespearean English by putting it into their own words, and be better prepared when they study this play (or another Shakespeare play) in its entirety in high school.

Students practice memorizing and reciting lines from the play's famous Prologue over the course of the unit. The lessons provide multiple opportunities for students to stage their own performances and recitations and translate Shakespeare's words into more contemporary language. In several lessons, students focus on the form of Shakespeare's language, particularly the Shakespearean sonnet. At the end of the unit, students write an essay arguing whether the forces of love or hate are responsible for Romeo's death.



QT: N/A
○○○○○

QL: 5
●●●●●

RT: 3
●●●○○

Rationale(s) for QL

- Levels of meaning and theme are multiple, ambiguous and/or revealed over the course of the text
- Language is generally complex in word usage, level of abstraction, and sentence complexity

Rationale(s) for RT

Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: *Romeo and Juliet* by William Shakespeare (16 lessons)

Summative assessments

- SU2: Write an Essay: Argumentative (5 lessons)
- Shakespeare's *Romeo & Juliet* Unit Reading Assessment

Essay prompt

Did the power of love contribute more to Romeo's death or were the forces of hatred more of an influence on Romeo's death, or both?

Vocabulary module

Figurative Language

Texts in the unit

Core text

- *Romeo and Juliet* by William Shakespeare L/D

Extra texts

- "Annabel Lee" by Edgar Allan Poe L/P
- "Harlem;" the prologue to the book *Street Love* by Walter Dean Myers L/P

Spanish article

- ¿Sabes que...? "¿Quién era William Shakespeare?" by Mónica-Ramón Ríos I/H, 820L–1420L



8E: Holocaust: Memory & Meaning



Unit summary

Students use a language arts lens and close reading to explore a variety of memoir and primary source materials and dig into two key questions raised by the Holocaust: How does a society and its people become participants (willingly or indifferently) in such an atrocity? And what is the responsibility of those who experienced, witnessed, participated in, or are now learning about these events? The selected materials present events from several different perspectives—those of perpetrators, survivors, victims, bystanders, and witnesses—allowing students to develop a critical understanding of the strategies Nazis used to influence the mindset of a nation, and the human responses to the unfolding of genocide.

First, students analyze “I Cannot Forget,” a poem by Holocaust survivor Alexander Kimel that explores the haunting power of memory. Next, students read from the memoir *Shores Beyond Shores*, in which author Irene Butter describes how her Jewish family’s happy life in Berlin was slowly destroyed as the Nazis came to power. As a counterpoint, students examine passages by Alfons Heck, an Aryan boy who became an enthusiastic member of the Hitler Youth. Students also explore articles and images that show the Nazi propaganda machine in full swing during the 1936 Olympic Games in Berlin. They analyze how the government sought to showcase the supposed superiority of the Aryan race, and explore how Jessie Owens’s historic performance captivated the German audience and “put the lie” to Hitler’s rhetoric. Finally, students read excerpts from *A Child of Hitler*, *Maus*, and *Night*, where participants and survivors trace the descent into darkness: from Kristallnacht, to the creation of the ghettos, and eventually to the death camps. As students study these writings, images, and videos, they begin to understand the forces that created and drove the Holocaust and the reactions of people caught up in those forces.



QT: 500L–1220L



QL: 4



RT: 5



Rationale(s) for QL

- Texts include multiple or intricate purposes
- Text structure is generally straightforward but often implicit
- The subject matter requires discipline-specific knowledge or references to other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and draw on the knowledge they have built throughout Amplify; areas of high complexity balanced by scaffolds and engaging activities.



Sub-units and # of lessons

Core lessons

- SU1: Why Remember? (1 lesson)
- SU2: "True" Germans (3 lessons)
- SU3: The Olympic Games of Berlin (4 lessons)
- SU4: Descending Into Darkness (5 lessons)
- SU5: Never Forget (1 lesson)

Summative assessments

- SU6: Write an Essay: Informative (5 lessons)
- Holocaust: Memory & Meaning Unit Reading Assessment

Essay prompt

The Holocaust did not happen overnight. As the Nazis laid the groundwork for what would eventually become known as the Holocaust, they used a number of strategies to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.

Choose two of the strategies that stood out to you as you explored this unit. Using examples from the texts and images you analyzed, describe each strategy and the impact it had.

Vocabulary module

Connotations and Denotations

Texts in the unit

Core texts

- "I Cannot Forget" by Alexander Kimel I/LN
- *A Child of Hitler* by Alfons Heck I/H, 1200L
- "Helene Mayer, Fencing Champ, Says She'll Try for the Olympics" from *Jewish Daily Bulletin* I/H, 1220L
- "100,000 Hail Hitler; U.S. Athletes Avoid Nazi Salute to Him" by Frederick T. Birchall from *The New York Times* I/H, 1220L
- "Jesse Owens' Olympic Triumph" by Lerone Bennett, Jr., from *Ebony* I/H, 1100L
- *Maus I: My Father Bleeds History* by Art Spiegelman I/LN, 500L
- *Night* by Elie Wiesel I/LN, 990L
- *Shores Beyond Shores* by Irene Butter I/LN, 660L

Extra texts

- Excerpt from *Hero on a Bicycle* by Shirley Hughes L/S

Spanish article

- ¿Sabes que...? "Memoria colectiva, memoriales y las nuevas generaciones" by Mónica-Ramón Ríos I/LN, 820L–1420L



8F: The Space Race Collection



Unit summary

In this Collection, students explore primary documents and conduct independent research to better understand the space race, a fierce competition between two of the world's superpowers that continued for nearly 18 years. The dramatic story of the space race offers students a rich research topic to explore as they build information literacy skills and learn how to construct their own research questions and explore the Internet for answers. They explore the diverse range of people who fueled this race, from Soviet cosmonauts like Alexei Leonov and Laila the space dog to President Kennedy, American heroes like the celebrated Buzz Aldrin, and the overlooked hero, mathematician Katherine Johnson. Students also participate in a Socratic seminar in which they rely on their research to examine the complicated issues inherent in the history of the space race.

Throughout these activities, students conduct research to develop a deep understanding of this unique international competition. Each student is assigned a cosmonaut or astronaut from the space race era. They research their cosmonaut or astronaut and write entries into their space blog from their person's point of view. As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment—part essay, part media project.



QT: 870L–1490L



QL: 5



RT: 4



Rationale(s) for QL

- Texts include multiple or intricate purposes
- Language is generally complex in word usage, level of abstraction, and sentence complexity
- The subject matter requires knowledge of discipline or of other texts

Rationale(s) for RT

Tasks and activities contain nuance and complexity and require students to be persistent, make high level inferences, and benefit from the knowledge they have built throughout the unit.



Sub-units and # of lessons

Core lessons

- SU1: Information Literacy (4 lessons)
- SU2: Scavenger Hunt and Internet Research (4 lessons)
- SU3: Space Blogs and Collection Research (4 lessons)
- SU4: Socratic Seminar and Internet Research (4 lessons)

Summative assessments

- SU5: Write an Essay: Research-based Informative or Argumentative (6 lessons); Multimedia Project (2 lessons)
- SU6: The Space Race Collection Reading Assessment

Essay prompt

Research Option 1: Was animal testing necessary during the space race?

Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how?

Research Option 2: How did Katherine Johnson and the other women who worked with her at NASA impact the space race?

Write an informative essay about Katherine Johnson and the other key women who worked at NASA during the Space Race era. Who were the other key women who worked with Katherine Johnson and what roles did they play? What barriers did they face? How was the space race impacted by their work?

Vocabulary module

Prefixes and Suffixes



Texts in the unit

Core texts

- "The Space Race: An Introduction" by *Lapham's Quarterly* editors I/H, 1170L
- "Sputnik" from *Rocket Boys* by Homer Hickam I/H, 890L
- "And a Dog Shall Lead Them" from *A Ball, a Dog, and a Monkey* by Michael D'Antonio I/H, 1240L
- Memorandum for the Vice President by John F. Kennedy I/H, 960L
- President Kennedy's Address at Rice University, September 12, 1962 I/H, 1490L
- "A Seagull in Flight" from *Into That Silent Sea* by Francis French and Colin Burgess I/H, 1100L
- "First to Fly" from *Into That Silent Sea* by Francis French and Colin Burgess I/H, 1100L
- "In Event of Moon Disaster" by William Safire I/H, 870L
- "Dreaming of a Moonage" from *Moondust* by Andrew Smith I/LN, 1080L
- "Buzz Aldrin on His Lunar Home, the Eagle" by Marc Myers from *The Wall Street Journal* I/H, 1000L
- "Smooth as a Peeled Egg" from *Two Sides of the Moon: Our Story of the Cold War Space Race* by David Scott and Alexei Leonov with Christine Toomey I/H, 1020L
- Preface from *Flight: My Life in Mission Control* by Christopher C. Kraft, Jr. and James L. Scheffer I/LN, 930L
- "What the Moon Rocks Tell Us" by Kenneth F. Weaver from *National Geographic* I/S&T, 1290L
- "You Are Here" from *Pale Blue Dot* by Carl Sagan I/LN, 1360L
- Remarks by the President at Medal of Freedom Ceremony by Barack Obama (in "Katherine Johnson: Trailblazer and Brilliant Mathematician") I/H, 960L
- "The nearly forgotten story of the black women who helped land a man on the moon" by Stephanie Merry from *The Washington Post* (in "Katherine Johnson: Trailblazer and Brilliant Mathematician") I/H, 1030L
- "Life on Mars to Become a Reality in 2023, Dutch Firm Claims" by Karen McVeigh from *The Guardian* I/H, 1330L

Extra texts

- "Stars" by Robert Frost L/P
- Excerpt from *The War of the Worlds* by H.G. Wells L/S
- Excerpt from *A History of US 10: All the People Since 1945* by Joy Hakim I/H

Spanish article

- ¿Sabes que...? "Turismo espacial" by Mónica-Ramón Ríos I/H, 820L–1420L

Grade 8 Poetry in America



Amplify partnered with Poetry in America, whose mission is to bring poetry into classrooms and living rooms around the world, to design lessons that combine PIA's "Four Pillar" approach with Amplify's close reading pedagogy to build students' engagement and knowledge about poetry. Each three-lesson sub-unit allows students to fully explore a poet's choices around form and language, both in conversation with each other and with the poets, celebrities, academics, and citizens who appear in embedded videos discussing each poem. Then, students have the opportunity to try on the poet's use of language, craft, and structure in creative writing assignments tailored to the targeted poem.

In Sub-unit 1, Ed Hirsch's poem "Fast Break" describes the action of a fast break in a basketball game, extending both the motion and the emotion in content and form. Students work alongside NBA players like Shaquille O'Neal (appearing in embedded videos) to first enjoy how the poem mimics the pace and action of a fast break before exploring how this vivid description operates as an elegy. Students then experiment with elements of "Fast Break" to create their own poem centered around a favorite activity.

In Sub-unit 2, students consider the personal and cultural background that African American poet Richard Hayden drew on for his iconic poem "Those Winter Sundays," and how those influences are reflected in his language and his adaptation of the sonnet form for this poem about his father. They use his poem as an inspiration for writing their own ode to an unsung hero in their life (this sub-unit is made available across grades 6–8).

In Sub-unit 3, students consider the complicated relationship between an unnamed speaker and his garden in Jamaal May's poem "I Have This Way of Being." Students dig through the language of historical allusion connecting the poem to a tradition of African American slave narratives while also analyzing the poem's formal elements—its beautiful imagery, musical sounds, and symmetrical couplets—which suggest feelings of pride, agency, and hope. They then write a poem about an activity they engage in, considering how it reflects aspects of their personalities.

QL: 3



RT: 2



Rationale(s) for QL

- Level meanings and/or theme may be conveyed with some subtlety
- The subject matter requires some literary/cultural knowledge but references are largely explained

Rationale(s) for RT

Tasks and activities may contain some complexity, balanced with engaging topics; activities do not require substantial external knowledge or experience.

Poetry in America activity highlights:

Discussions with annotated guides

Explore each poet's use of sensory details, figurative language, form, and structure.

Video explorations

Watch and discuss videos where poets, celebrities, and academics share their interpretations and analyses of each poem.

Creative responses

Compose poems by experimenting with theme and mimicking each poet's style.

Core texts

- "Fast Break" by Ed Hirsch, L/P
- "Those Winter Sundays" by Robert Hayden, L/P
- "I Have This Way of Being" by Jamaal May, L/P

Sub-units and # of lessons

SU1: "Fast Break" (3 lessons)

SU2: "Those Winter Sundays" (3 lessons)

SU3: "I Have This Way of Being" (3 lessons)





Amplify Grammar

The Amplify digital Grammar unit enables teachers to assign students self-guided grammar instruction and practice. Sub-units are paired by topic: one covers foundational material on the topic and one contains more advanced and “stretch” material. Middle grade teachers and students share access to the full range of topics and lessons within the Grammar unit, so teachers select the content that best meets their students’ needs while exposing students to key grammar topics for the middle grades. Teachers integrate this instruction into their core instructional pathway using the Amplify Flex Days within the core units. To introduce or review topics with students, teachers use the related lessons or drills on the topic found in Amplify’s *Mastering Conventions* PDFs, also available within this unit.

Sub-units

- Sub-unit 1: What Is a Complete Sentence? (8 Lessons)
- Sub-unit 2: Expanding the Complete Sentence (9 Lessons)
- Sub-unit 3: Understanding the Pronoun (5 Lessons)
- Sub-unit 4: Pronoun Usage: Agreement and Reference (5 Lessons)
- Sub-unit 5: Verb Tense (4 Lessons)
- Sub-unit 6: Verb Moods, Modals, and Voice (4 Lessons)
- Sub-unit 7: Punctuation (2 Lessons)

Printable instructional resources

- *Mastering Conventions One: Grammar and Punctuation*
- *Mastering Conventions Two: Grammar and Punctuation*
- *Mastering Conventions Three: Grammar and Punctuation*
- *Mastering Conventions Four: Spelling*

Grade 8 Advanced Story Writing

In this unit, students get to practice their creative writing skills, learning the elements of storytelling and character development, and the importance of vivid language. Students gain a sense of ownership over their writing as they experiment with the impact of their authorial choices on sentences, language, character traits, and plot twist. As students consider how to use these elements to create a story, they also gain tools to help them effectively and incisively analyze a piece of literature.

Students begin with creating a believable, multi-faceted character, observing and recording details, and experimenting with narrative point of view, including working with multiple narrators. As students explore the story’s rising action, they work with both internal and external conflict to set up the conditions for their characters’ change and growth as the story resolves. Students pull all their drafting and thinking together to write a story and practice the most important part of creative writing—revision.

Sub-units

- Sub-unit 1: Creating a Believable Character (10 Lessons)
- Sub-unit 2: Experimenting With a Second Character (7 Lessons)
- Sub-unit 3: Writing a Short Story (5 Lessons)