

GRADE 8 CURRICULUM MAP 2026-2027

	Unit 1*	Unit 2*	Unit 3*	Unit 4*
Title	Conflict and Identity	Expectation, Choices, and Consequences	Stepping Into a Different Perspective	Universal Struggles Against Society
End of Unit Performance Task(s)	Students will craft a well-developed response to the essential question while citing evidence from works read.	Students will write an argumentative essay that demonstrates their ability to analyze one of the novel’s themes and use evidence effectively while briefly addressing alternate/opposing claims.	Students will research a social issue, focusing on a self-generated question. They will synthesize information from a variety of sources in MLA format, demonstrating their understanding of the issue and its impact on society while addressing alternate or opposing claims.	Students will present an argument about a character’s choices and consequences emphasizing key points with relevant evidence and reasoning.
Essential Questions/ Essential Understandings	<i>How does conflict shape identity?</i> Students will understand the definition of a coming-of-age novel, rites of passage, and analyze how events in a young person’s life can shape one’s identity.	<i>What is the American Dream? Is the American Dream attainable for everyone?</i> Students will evaluate what the American Dream is and identify how it changes with the Great Depression and migrant workers. <i>Why is empathy an important human characteristic?</i> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<i>How are people shaped by their relationships with others? How does society shape an individual’s life?</i> Students will understand that people are influenced by the world around them, but their character is revealed by how they respond to society’s challenges. <i>How does the narrator’s perspective affect what readers believe and understand?</i> Students will consider how an author shapes the perspective of the reader, specifically how the text’s point of view affects the reader’s opinion of characters, conflict, and theme.	<i>What makes a literary text a “classic”?</i> <i>How are the issues faced by teenagers universal through time?</i> Students will determine how the problems of teenagers in Shakespeare’s day compare to the problems of teenagers today.
Texts	Assessment Text: Short story: “The Most Dangerous Game” by Richard Connell Supplemental <i>The Hunger Games</i> by Suzanne Collins (810L) <i>The Giver</i> by Lois Lowry (760L) <i>Refugee</i> by Alan Gratz (800L)	Assessment Text: John Steinbeck’s <i>Of Mice and Men</i> (630L) Supplemental “The Scarlet Ibis” by James Hurst “To a Mouse” by Robert Burns <i>12 Angry Men</i> by Reginald Rose <i>My Perspectives</i>	Assessment Text: “The Rose That Grew from Concrete” by Tupac Shakur “We Wear the Mask” by Paul Laurence Dunbar “Marigolds” by Eugenia Collier Supplemental <i>Diary of Anne Frank</i> (Drama)	Assessment Text: William Shakespeare’s <i>Romeo and Juliet</i> Supplemental Background materials on William Shakespeare; “Sonnet 18” by William Shakespeare “Sonnet 130” by William Shakespeare

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	“Fire and Ice” by Robert Frost Myths: “Theseus and the Minotaur”, “Prometheus”, “Pandora” <i>My Perspectives</i>		<i>The Wave</i> by Todd Strasser (770 L) <i>Lord of the Flies</i> by William Golding (770 L) “The Journey” by Mary Oliver “Hope is the Thing with Feathers” by Emily Dickinson <i>My Perspectives</i>	
Content Connections(SS, Science, Math, World Lang, Art, Music, Other)		Social Studies: Dust Bowl; American Dream; minority groups Art: Dust Bowl; film adaptations of novel	Social Studies: BIPOC; segregation; Civil Rights Science: technology’s influence on society Art: film adaptations of novel	Social Studies: English history and the history of the language; sociology Art: film adaptations of Shakespearean plays
Reading Standards Across Units	NGLS 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) NGLS 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) NGLS 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) NGLS 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)			
Reading Standards Central to Unit	NGLS 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) NGLS 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) NGLS 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)	NGLS 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) NGLS 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) NGLS 8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL). NGLS 8R9: Choose and develop criteria in order to evaluate the quality of texts.	NGLS 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) NGLS 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) NGLS 8R6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI)	NGLS 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) NGLS 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) NGLS 8R7: Evaluate the advantages and disadvantages of using different media--text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)

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	NGLS 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL) NGLS 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)		NGLS 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)
Writing Standards Across Units	NGLS 8W1: Write arguments to support claims with clear reasons and relevant evidence. NGLS 8W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate. NGLS 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable.			
Writing Standards Central to Unit	NGLS 8W1: Write arguments to support claims with clear reasons and relevant evidence NGLS 8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically. NGLS 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. NGLS 8W1c: Use precise language and content-specific vocabulary to argue a claim NGLS 8W1e: Provide a concluding statement or section that explains the significance of the argument presented.	NGLS 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content NGLS 8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	NGLS 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable. NGLS 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. NGLS 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	NGLS 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

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Speaking/Listening Standards Across Units	NGLS 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. NGLS 8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
Speaking/Listening Standards Central to Unit	NGLS 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	NGLS 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	NGLS 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation	NGLS 8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
Language Standards Across Units	NGLS 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. NGLS 8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. NGLS 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Language Standards Central to Unit	NGLS 8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	NGLS 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	NGLS 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	NGLS 8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Grammar Focus Across Units	• Parts of Speech -Nouns, Pronouns, Adjectives, Adverbs, Verbs, Conjunctions, Articles • Usage ○ Commonly Confused Words ○ Subject and Object ○ Who/Whom • Grammar ○ Capitalization ○ Commas, Colons, & Semicolons ○ Hyphens, Parentheses, & Dashes ○ Quotations ○ Letters and e-mails • Sentence Structure ○ Complete Sentences ○ Predicates ○ Phrases ○ Simple & Compound ○ Clauses ○ Active & Passive Voice ○ Expanding and Combining Sentences			

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	○ Kinds of Sentences ● MLA Format			
Vocabulary Focus	Sadlier Vocabulary Workshop, Level C Unit 1-4 * Additional vocabulary will be embedded within the texts taught.	Sadlier Vocabulary Workshop, Level C Unit 5-8 * Additional vocabulary will be embedded within the texts taught.	Sadlier Vocabulary Workshop, Level C Unit 9-12 * Additional vocabulary will be embedded within the texts taught.	Sadlier Vocabulary Workshop, Level C Unit 13-15 * Additional vocabulary will be embedded within the texts taught.

* Unit order will be taught at the discretion of the teacher.