

Grade 8**Curriculum Map**
Unit 4: The Final Act**Essential Questions**

- How do writers and speakers use humor to convey truth?
- What makes an effective performance of a Shakespearean comedy?

Embedded Assessments

1. [Embedded Assessment 1: Writing an Analysis of a Humorous Text](#)

W.8.2, W.8.6

Summative Assessment Standards**SBAC ELA replaces the summative assessment for quarter 4.****Key Texts****Genres:** essay, article, short story, novel, poetry, comedic skit, student essay, drama, informational text, film

- [“The Power of Pets”](#)
- [Seedfolks](#)
- Film clips from *A Midsummer Night’s Dream*,
- [A Midsummer Night’s Dream, Act 3, Scene 2](#)
- [“Fear Busters—10 Tips to Overcome Stage Fright”](#)
- [“9 Public Speaking Tips to Get Over Stage Fright”](#)
- [“Is Traffic Jam Delectable?”](#)
- “Who’s on First?”
- [“Made You Laugh”](#)
- [Excerpt from “Brothers”](#)
- [“I’ve Got a Few Pet Peeves about Sea Creatures”](#)
- [“Underfunded Schools Forced to Cut Past Tense from Language Programs”](#)
- [“The Open Window”](#)
- “A Day’s Work”
- [“Moose”](#)
- [From *Solutions and Other Problems*](#)

Vocabulary

Academic: juxtaposition, derision, denounce, caricature

Literary: persona, voice, satire, irony, dialect, hyperbole, alliteration, pun, monologue, multiple points of view

Reading

Goals:

- To use knowledge of genres to analyze texts
- To analyze how authors create humor in print and nonprint texts
- To analyze how humor is used to reveal a universal truth (theme)
- To analyze and perform a scene from a Shakespearean comedy

Speaking and Listening

Goals:

- To analyze and perform a scene from a Shakespearean comedy
- To share and discuss textual evidence in groups
- To collaborate for a performance

Writing and Research

Goals:

- To write a well-developed analysis of a humorous text
- To revise and edit drafts using standard English conventions

Language

Skills:

- Recognizing frequently confused words

Assessments

Summative Assessment

SBAC ELA replaces the summative assessment for quarter 4.

Embedded Assessment

[Embedded Assessment 1: Writing an Analysis of a Humorous Text](#)

Activity Quizzes

[4.2](#), [4.3](#), [4.4](#), [4.5](#), [4.6](#), [4.7](#), [4.8](#), [4.9 \(Mooses\)](#), [4.9 \(Solutions and Other Problems\)](#), [4.10](#), [4.11](#)

Grade 8

Curriculum Map

Unit 4: The Final Act

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
Week of Apr. 6 – 10	4.1: Previewing the Unit			Visuals Word Wall
	4.2: Understanding the Complexity of Humor	Activity Quiz 4.2 Annotations: As you read, underline words that make you laugh. Writing Prompt: Create a detailed paragraph that uses precise diction to explain your sense of humor. Use what you learned about humor and at least two words each from the “Words to Describe Humor” and “Words in Response to Humor” charts. Explain what does and does not make you laugh and how you typically respond to humorous texts.	Leveled Differentiated Instruction Developing: Have students work in small groups to complete a Conversation for Quickwrite graphic organizer. As a group, have them discuss the purpose of including details and examples in the writing.	Graphic Organizer Conversation for Quickwrite Texts Made You Laugh Vocabulary - Juxtaposition - Persona - Superiority - Incongruity
Spring Break April 13 – 17				

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
Week of Apr. 20 – 24	4.3: Classifying Comedy	Activity Quiz 4.3 Graphic Organizer: Complete the two comedy charts on pg. 355 and brainstorm a strong example of low and high level comedy. Written Prompt: How do the authors of the comic strip and the political cartoon you analyzed in this activity create humor?		Vocabulary Comedy
	4.4: Humorous Anecdotes (Part 1)	Activity Quiz 4.4 Writing Prompt: Select an anecdote in audio or visual format. Explain the humor the author creates and its intended response.		Video: Comedian Carlos Oscar: Life Is Crazy Good (Monologue on overprotective parents) Jerry Seinfeld: I'm Telling you for the Last Time (Halloween)
Week of Apr. 27 – May 1	4.4: Humorous Anecdotes (Part 2)	Activity Quiz 4.4 Writing Prompt: Select an anecdote in audio or visual format. Explain the humor the author creates and its intended response.		Video: Comedian Carlos Oscar: Life Is Crazy Good (Monologue on overprotective parents) Jerry Seinfeld: I'm Telling you for the Last Time (Halloween)
	4.5: Finding Truth in Comedy	Activity Quiz 4.5 Annotations: Note words or phrases intended to be humorous. Writing Prompt: Explain how Barry uses humor to convey a truth about life.		Texts: I've Got a Few Pet Peeves about Sea Creatures

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
Week of May 4 - 8	4.6: Satirical Humor	Activity Quiz 4.6 Graphic Organizer: Complete the chart on pg. 377 to explore types of satire (irony, sarcasm, and ridicule) in the text. Writing Prompt: Analyze how the text about underfunded schools uses satirical humor to expose human vice or folly.		Non-SpringBoard Resources • Satirical Humor: NFL Tweets
	4.7: Elements of Humor: Comic Characters and Caricatures (Part 1)	Activity Quiz 4.7 Writing Prompt: How can Mr. Nuttel be considered a caricature of a nervous person?		Video: • Opening Scene: The Simpsons
Week of May 11 - 15	ELA SBAC			
Week of May 18 - 22	4.7: Elements of Humor: Comic Characters and Caricatures (Part 2)	Activity Quiz 4.7 Writing Prompt: How can Mr. Nuttel be considered a caricature of a nervous person?		Video: • Opening Scene: The Simpsons

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
	4.8: Elements of Humor: Comic Situations	Activity Quiz 4.8 Graphic Organizer: Complete the graphic organizer on pg. 387 to analyze how the situation in a film clip contributes to humor. Writing Prompt: How does Mark Twain use comic characters and irony to convey a universal truth through humor?		Video I Love Lucy - Chocolate Scene
	LC 4.8: Language Checkpoint: Recognizing Frequently Confused Words	Activity Quiz LC 4.8		
Week of May 25 - 29	Reading Plus Benchmark (2 days) - Day 1: Motivation inventory and vocabulary - Day 2: Comprehension			 2526 Reading Plus Benchmar...
	Choose 1: (Part 1) 4.9: Elements of Humor: Hyperbole in "Mooses" 4.9: Elements of Humor: Hyperbole in Solutions and Other Problems	Activity Quiz 4.9 (Mooses) Activity Quiz 4.9 (Solutions and Other Problems) Graphic Organizer: Identify a couple examples of hyperbole from the humorous texts you have read in this unit and explain how hyperbole creates a humorous effect.	Leveled Differentiated Instruction Developing: Ask students to pair up and write words from the text that relate to their sketch. Then have them discuss with each other how the words contributed to the scene.	Texts: "Mooses" From Solutions and Other Problems Vocabulary - Hyperbole - Alliteration

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
Week of June 1 – 5	Choose 1: (Part 2) 4.9: Elements of Humor: Hyperbole in "Mooses" 4.9: Elements of Humor: Hyperbole in Solutions and Other Problems	Activity Quiz 4.9 (Mooses) Activity Quiz 4.9 (Solutions and Other Problems) Graphic Organizer: Identify a couple examples of hyperbole from the humorous texts you have read in this unit and explain how hyperbole creates a humorous effect.	Leveled Differentiated Instruction Developing: Ask students to pair up and write words from the text that relate to their sketch. Then have them discuss with each other how the words contributed to the scene.	Texts: "Mooses" From Solutions and Other Problems Vocabulary - Hyperbole - Alliteration
	4.10: Elements of Humor: Comic Wordplay	Activity Quiz 4.10 Annotations: Note the imagery and puns that contribute to feelings generated by the text. Writing Prompt: Explain how the authors of the two poems, "Mooses" and "Is Traffic Jam Delectable?" use comedic language to express a universal truth.	Leveled Differentiated Instruction Developing: Point out the idiomatic expressions in the poem, make a racket, scale a mountain, and belly laugh. Help students express their ideas by asking and answering simple questions such as: What does this phrase remind you of? What do you think the phrase means? Help students record ideas from the discussion using a Collaborative Dialogue graphic organizer.	Texts Is Traffic Jam Delectable? "Who's on First?" Vocabulary - Pun Graphic Organizer Collaborative Dialogue
	4.11: Planning and Revising an Analysis of a Humorous Text (Part 1)	Activity Quiz 4.11	Alternative Texts: To allow for class discussions, consider assigning the same text to all students, such as "Charles" by Shirley Jackson. You might also choose a previously studied text or another Dave Barry essay.	Anchor Chart - Elements of Humor Texts The Power of Pets

Dates	SpringBoard Lessons	Opportunities for Assessment	Differentiation for Student Needs	Resources
Week of June 8 – 12	4.11: Planning and Revising an Analysis of a Humorous Text (Part 2)	Activity Quiz 4.11	Alternative Texts: To allow for class discussions, consider assigning the same text to all students, such as “Charles” by Shirley Jackson. You might also choose a previously studied text or another Dave Barry essay.	Anchor Chart - Elements of Humor Texts The Power of Pets
	Embedded Assessment 1: Writing an Analysis of a Humorous Text		Collaborative Embedded Assessment: Writing an Analysis of a Humorous Text	
Week of June 15 – 16	Embedded Assessment 1: Writing an Analysis of a Humorous Text		Collaborative Embedded Assessment: Writing an Analysis of a Humorous Text	