



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Language Arts 8</div> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">921083</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">English</td> <td style="border: 1px solid black; padding: 2px;">9100</td> </tr> </table> <p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No          (Will be verified by Ed Services)       </p> <p>Which A-G Requirement does/will this course meet?</p> <div style="border: 1px solid black; padding: 2px; width: 100%; margin-bottom: 5px;"></div> <p style="text-align: right;"><input type="checkbox"/> Pending</p> <p><b>Submitted by: Matthew Thomas</b>  <b>Site: SSC</b>  <b>Date: 05/02/2024</b>  <b>Email: matthew.thomas@puhsd.org</b></p>	CREDIT TYPE EARNED:	CALPADS CODE:	English	9100	<p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science  <input checked="" type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?          Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p style="text-align: center;"><b>Credential Required to teach this course:</b>  <b>To be completed by Human Resources only.</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: English</div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="text-align: center;">   <b>Signature</b> </div> <div style="text-align: center;"> <b>5/2/2024</b>  <b>Date</b> </div> </div> <p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input checked="" type="checkbox"/> 8  <input type="checkbox"/> 9  <input type="checkbox"/> 10  <input type="checkbox"/> 11  <input type="checkbox"/> 12         </p>
CREDIT TYPE EARNED:	CALPADS CODE:					
English	9100					
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>				
Director of Curriculum & Instruction		05/02/24				
Asst. Superintendent of Educational Services		5/1/24				
Governing Board						

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
8th Grade English Language Arts is the study of the English language through reading, writing, listening and speaking. Students learn how to read critically by analyzing complex texts to cite evidence to support claims and determine themes. Students sharpen their vocabulary, grammar, and listening skills through explicitly modeled lessons designed to provide students with the skills needed for 9th grade. Writing and language skills are developed through performance tasks targeted at expository, argumentative, and narrative writing. Students will acquire and successfully use grade-level vocabulary in their writing and speaking. English 8 builds upon previous grade level language arts standards and prepares students for the demands of high school.

B. COURSE CONTENT
<p><b>Course Purpose (REQUIRED):</b>  <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p>The Language Arts 8 course is designed to prepare students for mastery of the California Common Core grade level Standards in English Language Arts.</p>
<p><b>Course Outline (REQUIRED):</b>  <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i></p>
<p><b>Collection 1- Culture and Belonging</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p>

- Identify, analyze, and make inferences about the elements of plot in a short story
- Analyze elements of a persona essay including its purpose, structure, central idea, and supporting details
- Use text features and graphic aids to analyze and understand non-fiction text
- Analyze imagery and figurative language to better understand a memoir
- Use imagery and allusion to make inferences about the deeper meaning of a poem

### **CCSS for ELA**

- RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4- 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 and tone, including analogies or allusions to other texts.
- W.8.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.9a- Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- W.8.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.8.1c- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.4a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### **Lessons and Key Readings**

- Short Story by Jean Davies Okimoto "My Favorite Chaperone," p. 3A. Lexile 790L.
- Personal essay by Jean- Pierre Benoit, "Bonne Annee," p.31A. Lexile 700L.
- Research Study by Scott Brittle and Joan Rochkind, "A Place to Call Home," p.41A. Lexile 1220L.
- Memoir by Kao Kaila Yang from the "Latehomecomer", p. 53A. Lexile 940L
- Documentary directed by Lisa Gossels by, "New Immigrants Share their Stories," p. 71A.
- Poem by Sherman Alexie, "Powwow at the End of the World," p.75A.

### **Vocabulary Strategies and Language Conventions**

- Context Clues
- Using a Glossary
- Using Latin Prefixes
- Imperative Mood
- Participles
- Active and Passive Voice
- Academic Vocabulary
  - Contribute, Immigrate, Reaction, Relocate, Shifting

### **Close Reader Selections**

- Short Story by Alma Luz Villanueva “Golden Glass,” p.30b. Lexile 1010L
- Essay by Naisha Jackson, “What to Bring,” p. 52b. Lexile 1010L
- Memoir by Susan Powers, “Museum Indians,” p. 70b. Lexile 850 L

### **Assessments**

- Writing Activity: Summary
- Writing Activity: Personal Narrative
- Writing Activity: Explanation
- Speaking Activity: Discussion
- Writing Activity: Report
- Media Activity: Video
- Writing Activity: Informative Essay
- Selection Tests/Collection Test

### **Collections 2- The Thrill of Horror**

#### **Learning Objectives- Students will be able to:**

- Determine the point of view in which a story is told, evaluate the credibility of a narrator and identify techniques used to create suspense in a fictional ac
- Analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style
- Determine and analyze a universal theme and to analyze foreshadowing in a short story
- Analyze the choice a filmmaker makes when he or she decides to adapt a written story to a movie form
- Analyze literary criticism to gain insight into literature

#### **CCSS for ELA**

- **RL.8.1**- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.3**- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- **RL.8.4-** 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 and tone, including analogies or allusions to other texts.

### **Lessons and Key Readings**

- Short Story by Edgar Allen Poe “The Tell Tale Heart,” p. 89. Lexile 850L.
- Essay by Jackie Torrence, “Scary Tales,” p.99A. Lexile 730L.
- Short Story by W.W. Jacobs, “The Monkey’s Paw,” p.105A. Lexile 920L.
- Film by Ricky Lewis Jr., “The Monkey’s Paw”, p. 121A
- Literary Criticism by Sharon A. Russell, “What is the horror game,” p. 125A.

### **Vocabulary Strategies and Language Conventions**

- Use a Thesaurus
- Use Latin Roots
- Using Suffixes
- Using dashes
- Use correct subject - verb agreement
- Subjunctive Mood
- Commas
- Academic Vocabulary
  - Convention, predict, psychology, summary, technique

### **Close Reader Selections**

- Short Story by H.P. Lovecraft “The Outsider,” p.98b. Lexile 1270L
- Poem by Edward Field, “Frankenstein,” p. 120b.
- Essay by Daniel Cohen, “Manmade Monsters,” p. 132b. Lexile 1210L

### **Assessments**

- Writing Activity: Present Argument
- Writing Activity: Narrative
- Writing Activity:Literary analysis
- Speaking Activity: Debate
- Writing Activity: Report
- Media Activity: Storyboard
- Selection Tests/Collection Test

### **Collections 3- The Move Toward Freedom**

#### **Learning Objectives- Students will be able to:**

- Analyze an autobiography and explain author’s purpose
- Analyze methods of characterization in a biography and analyze the author’s craft
- Identify and analyze the key elements of historical fiction and examine how authors create mood in a story

- Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning
- Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas

### **CCSS for ELA**

- **RL.8.1-** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2-** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3-** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4-** 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 and tone, including analogies or allusions to other texts.
- **W.8.7-** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.8-** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2-** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.4-** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.8.1C-** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

### **Lessons and Key Readings**

- Autobiography by Frederick Douglass “from a Narrative of the Life of Frederick Douglass” p. 143A. Lexile 1010L.
- Biography by Ann Petry, “from Harriet Tubman: Conductor on the Underground Railroad” p.151A. Lexile 1010L.
- Historical Fiction by Ray Bradbury “The Drummer Boy of Shiloh,” p.167A. Lexile 990L.
- History Writing by James L. Swanson from “Bloody Times: The Funeral of Abraham Lincoln”, p. 177A. Lexile 980L

- Poem by Walt Whitman by, “O Captain! My Captain” p. 199A.

### **Vocabulary Strategies and Language Conventions**

- Context Clues
- Use Word Relationships
- Interpret Figures of Speech
- Conditional Mood
- Indicative Mood
- Gerunds
- Academic Vocabulary
  - Access, civil, demonstrate, document, symbolize

### **Close Reader Selections**

- Historical Writing by Russell Freedman “My Friend Douglass,” p.150b. Lexile 1180L
- Short Story by Stephen Crane, “A Mystery of Heroism,” p. 176b. Lexile 1010L
- Journal Entries by Louisa May Alcott, “Civil War Journal,” p. 198b. Lexile 1480L

### **Assessments**

- Writing Activity: Literary Analysis
- Writing Activity: Informative Essay
- Speaking Activity: Speech
- Speaking Activity: Respond by Speaking
- Speaking Activity: Informative Essay
- Speaking Activity: Collaborative Discussion
- Selection Tests/Collection Test

### **Collection 4- Approaching Adulthood**

#### **Learning Objectives- Students will be able to:**

- Identify the motivations of characters in a story and determine the factors that help them understand the theme of the story
- Make inferences and determine the theme of a poem
- Trace and evaluate arguments and evaluate supporting evidence to determine whether it is relevant or irrelevant
- Determine central ideas and details while analyzing relationship between ideas
- Analyze the purpose of a public service announcement and understand the elements used in it

#### **CCSS for ELA**

- **RI.8.1-** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2-** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3-** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- **RI.8.4-** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI.8.5-** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI.8.6-** 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.8.8-** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9-** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.7-** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **SL.8.3-** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- **SL.8.4-** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.8.5-** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **SL.8.6-** 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.)
- **L.8.1D-** Recognize and correct inappropriate shifts in verb voice and mood.\*
- **L.8.4B-** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- **L.8.4D-** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### **Lessons and Key Readings**

- Short Story by Eugenia Collier "Marigolds," p. 213A. Lexile 1140L.
- Poem by Audre Lorde, "Hanging Fire," p.229A
- Poem by Pat Mora "Teenagers" p.229A.
- Arguments from "Room for Debate" in the New York Times "When do kids become adults" p.235A. Lexile 1440L
- Article by Robert Davis, "Is 16 too young to drive", p. 247A. Lexile 1150L
- Article by Allison Aubrey, "Fatal Car Crashes Drop for 16 year-olds, Rise for Older Teens," p. 247A.
- Public Service Announcement, "Your Phone Can Wait," p.263A.
- Poster, "Driving Distracted" p. 263A



### **Vocabulary Strategies and Language Conventions**

- Use Latin Suffixes
- Greek Roots
- Domain Specific Words
- Infinitives
- Words Ending in y
- Shifts in voice and mood
- Academic Vocabulary
  - Debate, deduce, license, sufficient, trend

### **Close Reader Selections**

- Short Story by Annie Estevis “The Whistle,” p. 228b. Lexile 8000L
- Poem by Noboa Polanco, “Identity,” p. 234b
- Poem by Janet S. Wong, “Hard on the Gas,” p. 234b.
- History Article by Naoki Tanaka “Much too Young to work so Hard” Lexile 1050L

### **Assessments**

- Writing Activity: Summary
- Writing Activity: Narrative
- Writing Activity: Explanation
- Speaking Activity: Discussion
- Writing Activity: Report
- Media Activity: Video

### **Collection 5- The Stuff of Consumer Culture**

#### **Learning Objectives- Students will be able to:**

- Analyze the key elements of a drama, including its structure, characters, dialogue, and events
- Analyze the elements of a diary entry and make a support inferences about the text
- Determine an author’s point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text
- Identify persuasive techniques and a rhetorical devices in a speech
- Analyze the use of sound devices in a poem to understand how they impact meaning

#### **CCSS ELA**

- RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4- 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 and tone, including analogies or allusions to other texts.
- RL.8.6- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- RL.8.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1A- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6- 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.)
- L.8.5A- Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Lessons and Key Readings**

- Drama by Frances Goodrich and Albert Hackett, *The Diary of Anne Frank*. Lexile 1020.
- Literary Criticism by Francine Prose from *Anne Frank: The Book, The Life, The Afterlife*. Lexile 1410.
- Speech by Elie Wiesel, "After Auschwitz."
- Poem by Wislawa Szymborska, "There but for the Grace."

### **Vocabulary Strategies and Language Conventions**

- Connotation and Denotation
- Latin Suffixes
- Use Ellipses

### **Close Reader Selections**

- Drama by Frances Goodrich and Albert Hackett, *The Diary of Anne Frank*, Act 1, Scenes 1 and 2.

### **Assessments**

- Speaking Activity: Response to Literature
- Speaking Activity: Narrative
- Writing Activity: Analysis
- Speaking Activity: Discussion
- Collection Assessments

### **Collection 6- Guided by a Cause**

#### **Learning Objectives- Students will be able to:**

- Recognize the characteristics of a story told by an omniscient, third-person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer's style contribute to a humorous tone
- Cite evidence to draw conclusions about a text and analyze imagery and sensory details
- Analyze an arguments and determine whether its claims are sufficiently supported
- Analyze a poem's form to understand how the use of figurative language emphasizes certain ideas

### **CCSS ELA**

- RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot: provide an objective summary of the text.
- RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4- 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 and tone, including analogies or allusions to other texts.
- RL.8.6- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- W.8.9a- Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- W.8.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.8.1c- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.5a- Interpret figures of speech (e.g. verbal irony, puns) in context.

### **Lessons and Key Readings**

- Novel by Mark Twain from *The Adventures of Tom Sawyer*. Lexile 1040
- Memoir by Gary Soto, "One Last Time. Lexile 1140
- Argument by Anne Michaud, "Teens Need Jobs, Not Just Cash. 1310
- Argument from *The Record-Journal*, "Teens at Work."

### **Vocabulary Strategies and Language Conventions**

- Verbal Irony and Puns and Interrogative Mood
- Using a Dictionary and Semicolons and Run-ons
- Using Greek Suffixes

### **Close Reader Selections**

- Short Story by Ray Bradbury. Lexile 790L
- Biography by Jim Haskins, "The Real McCoy. Lexile 1250
- Poem by Marge Piercy, "To be of Use.

### **Assessments**

- Writing Activity- Analysis
- Speaking Activity: Presentation
- Speaking Activity: Argument
- Writing Activity: Compare and Contrast Essay
- Collection Assessment

### **Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

#### Performance Tasks

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative
- Write a poetry analysis
- Write a persuasive essay

- Write an informative essay with research

### INSTRUCTIONAL MATERIALS (REQUIRED)

**Textbook #1-** Online materials will vary depending on teacher and vendor.

Title: <b>California Collections</b>	Edition: 1st
Author: Beers K, Hougen M, Jago C, McBride W, Palmer E, and Stack L.	ISBN: 9780544607088
Publisher: Houghton Mifflin Hartcourt	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

The Houghton Mifflin Hartcourt California Collections Adoption includes the following components:

- California Student Edition Grade 8
- Close Reader 8-year Print Subscription Grade 8
- California Student Edition and Close Reader eTextbook ePub 8-Year Grade 8
- California Interactive Digital Student Resources Enhanced 8-Year Grade 8
- California Downloadable Student Resource Tool Grade 8
- Performance Assessment 8-year Print Subscription Grade 8
- HMH Close Reads App, Grade 8

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$ \$4,356	Description of Additional Costs: Description of Additional Costs: Teacher Resource Package print/w8yr digital is \$300 per teacher.
Additional costs:\$300	
<b>Total cost per class set of instructional materials:</b>	<b>\$4,656</b>

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Students will complete the following Key Assignments:

- Diagnostic assessments, CAASPP Interim assessments and performance tasks
- HMH Reading Inventory Lexile assessment (administered four times a year)

Students will complete the following performance tasks:

- Write a fictional narrative
- Write an argumentative essay
- Write an opinion essay
- Write a descriptive essay
- Write an expository essay
- Write a personal narrative
- Write a poetry analysis
- Write a persuasive essay
- Write an informative essay with research

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Collaboration - Writing Strategies - Group work - Revising - Bell work
- Cornell notes - Brainstorming - Community Building Activities - Critical Reading
- Costa's Levels of Thinking - Critical Reading Process - Rehearsal and Revision
- Fishbowl - Focused Note Taking - Graphic Organizers - Inside/Outside Circles - Jigsaw
- Sequencing Groups - KWL - Learning Logs - Note-Checking Pairs - Four Corners - Parking Lot
- Philosophical Chairs - Reciprocal Teaching - Socratic Seminar - Direct Interactive Instruction -
- Storytelling Think-Pair-Share - Total Physical Response - Domino Effect - 10-2-2
- Presentation Model Academic Language Scripts - Chants - Choral Response - Create Context/Engage Prior Knowledge -Gradual Release of Responsibility - Modeling -
- Non-Linguistic Representations-Sentence Frames - Vocabulary Building - Academic and Content Questions Stems

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Student assessments will include the California Assessment of Student Progress and Performance (CAASPP) aligned interim assessments including the Smarter Balanced Assessment Consortium (SBAC) Interim assessments, the Houghton Mifflin Hartcourt (HMH) curriculum embedded assessments and Performance Tasks, and the HMH Reading Inventory.

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Reference
<p>Note- due to the recent adoption, teams of teachers will be working during the Spring and Summer of 2017 to modify, expand, and enhance the pacing guide for this course.</p>			
<p>6 wks</p>	<p><b>Collections 1- Key Learning Objectives- Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify, analyze, and make inferences about the elements of plot in a short story</li> <li>● Analyze and compare news stories about the same event from various sources</li> <li>● Analyze the elements of a myth and to determine two or more themes</li> <li>● Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem</li> <li>● Identify, analyze, and draw conclusions about an author’s purpose for writing informational texts</li> </ul>	<p>CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>TE page 2 to 60.</p>

		<p>CCSS.ELA-LITERACY.L.7.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.7.4.A</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.7.4.B</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>CCSS.ELA-LITERACY.L.7.4.C</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>CCSS.ELA-LITERACY.L.7.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
6 wks	<p><b>Collections 2- The Thrill of Horror</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Determine the point of view in which a story is told, evaluate the credibility of a narrator and identify techniques</li> </ul>	<p><b><u>CCSS for ELA</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>RL.8.1-</u></b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b><u>RL.8.3-</u></b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	



	<p>used to create suspense in a fictional ac</p> <ul style="list-style-type: none"> <li>● Analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style</li> <li>● Determine and analyze a universal theme and to analyze foreshadowing in a short story</li> <li>● Analyze the choice a filmmaker makes when he or she decides to adapt a written story to a movie form</li> <li>● Analyze literary criticism to gain insight into literature</li> </ul>	<ul style="list-style-type: none"> <li>● <b>RL.8.4-</b> 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 and tone, including analogies or allusions to other texts.</li> </ul>	
6 wks	<p><b>Collections 3- The Move Toward Freedom</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Analyze an autobiography and explain author’s purpose</li> <li>● Analyze methods of characterization in a biography and analyze the author’s craft</li> <li>● Identify and analyze the key elements of historical fiction and examine how authors create mood in a story</li> <li>● Identify and analyze a compare and contrast organizational pattern in a</li> </ul>	<p><b><u>CCSS for ELA</u></b></p> <ul style="list-style-type: none"> <li>● <b>RL.8.1-</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>RL.8.2-</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>● <b>RL.8.3-</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>● <b>RL.8.4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific</li> </ul>	

	<p>text and understand the impact of a word's connotation on meaning</p> <ul style="list-style-type: none"> <li>● Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas</li> </ul>	<p>word choices on meaning and tone, including analogies or allusions to other texts.</p> <ul style="list-style-type: none"> <li>● <b>W.8.7-</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>● <b>W.8.8-</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>● <b>SL.8.1-</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● <b>SL.8.2-</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>● <b>SL.8.4-</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● <b>L.8.1C-</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul>	
6 wks	<b>Collection 4- Approaching Adulthood</b>	<u><b>CCSS for ELA</b></u>	

**Learning Objectives- Students will be able to:**

- Identify the motivations of characters in a story and determine the factors that help them understand the theme of the story
- Make inferences and determine the theme of a poem
- Trace and evaluate arguments and evaluate supporting evidence to determine whether it is relevant or irrelevant
- Determine central ideas and details while analyzing relationship between ideas
- Analyze the purpose of a public service announcement and understand the elements used in it

- **RI.8.1-** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2-** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3-** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.4-** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI.8.5-** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI.8.6-** 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.8.8-** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9-** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.7-** Conduct short research projects to answer a question (including a self-generated question), drawing on several

		<p>sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> <li>● <b>SL.8.3-</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>● <b>SL.8.4-</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● <b>SL.8.5-</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>● <b>SL.8.6-</b> 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.)</li> <li>● <b>L.8.1D-</b> Recognize and correct inappropriate shifts in verb voice and mood.*</li> <li>● <b>L.8.4B-</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>● <b>L.8.4D-</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	
6 wks	<p><b>Collection 5- The Stuff of Consumer Culture</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Analyze the key elements of a drama, including its</li> </ul>	<p><b><u>CCSS ELA</u></b></p> <ul style="list-style-type: none"> <li>● RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	

	<p>structure, characters, dialogue, and events</p> <ul style="list-style-type: none"> <li>● Analyze the elements of a diary entry and make a support inferences about the text</li> <li>● Determine an author's point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text</li> <li>● Identify persuasive techniques and a rhetorical devices in a speech</li> <li>● Analyze the use of sound devices in a poem to understand how they impact meaning</li> </ul>	<ul style="list-style-type: none"> <li>● RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>● RL.8.4- 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 and tone, including analogies or allusions to other texts.</li> <li>● RL.8.6- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>● RL.8.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</li> <li>● W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li> <li>● W.8.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>● W.8.8- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> </ul>	
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		<ul style="list-style-type: none"> <li>● W.8.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● W.8.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● SL.8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● SL.8.1A- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● SL.8.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>● SL.8.5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>● SL.8.6- 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.)</li> <li>● L.8.5A- Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>● L.8.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</li> </ul>	
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		vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
6 wks	<p><b>Collection 6- Guided by a Cause</b></p> <p><b><u>Learning Objectives- Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Recognize the characteristics of a story told by an omniscient, third-person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer’s style contribute to a humorous tone</li> <li>● Cite evidence to draw conclusions about a text and analyze imagery and sensory details</li> <li>● Analyze an arguments and determine whether its claims are sufficiently supported</li> <li>● Analyze a poem’s form to understand how the use of figurative language emphasizes certain ideas</li> </ul>	<p><b><u>CCSS ELA</u></b></p> <ul style="list-style-type: none"> <li>● RL.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● RL.8.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>● RL.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>● RL.8.4- 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 and tone, including analogies or allusions to other texts.</li> <li>● RL.8.6- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>● W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li> <li>● W.8.9a- Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such</li> </ul>	

		<p>as the Bible, including describing how the material is rendered new").</p> <ul style="list-style-type: none"> <li>● W.8.10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● L.8.1c- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>● L.8.5a- Interpret figures of speech (e.g. verbal irony, puns) in context.</li> </ul>	
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**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

The Language Arts 8 course is being revised to align with the Common Core State Standards using materials from the most recent State Board of Education adoption for English Language Arts.

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**History of Course Development (optional)**

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