

**Heritage Peak Charter School  
8th Grade English-Language Arts  
Prentice Hall: Timeless Voices, Timeless Themes**

**Cluster 6: The American Tradition  
February 27 – March 23 (4 weeks)**

**Cluster 6 Focus: R3.7 and LC1.5 (these standards will be tested)**

**R3.7:** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach).

**LC1.5:** Use correct punctuation and capitalization.

**Cluster 6 also provides instructional opportunities for these grade 8 ELA Standards:**

R2.0, R2.6, R2.7, R3.0, R3.1, R3.3, R3.5, R3.6, W1.1, W1.2, W1.3, W1.6, W2.4, W2.5, LC1.3

See TE pp. T6-T9 for California Grade 8 ELA Standards

**Student Text Abbreviations**

**PH** = Prentice Hall Literature:  
Timeless Voices, Timeless Themes  
**SDW** = Selection Support: Skills  
Development Workbook  
**VS** = Vocabulary and Spelling Practice  
Book

<b>Essential Standards</b>	<b>Other Embedded Standards</b>	<b>Selection and Teaching/Learning Focus</b>	<b>Assignments</b> <i>ALWAYS preview new words under "Vocabulary Development" before reading.</i>	<b>Suggested Days (20 total)</b>	<b>Formal Assessment Available?</b>	<b>Pages in PH literature book</b>
R3.0, R2.0		<i>The American Folk Tradition</i>  •Folk Tale •Myth •Tall Tale	<input type="checkbox"/> Read (and discuss) this introduction to folk literature (near the front of the book)  <input type="checkbox"/> Write answers to the three questions set off by blue bubbles.	Feb. 27  .25 days	no	IN10- IN11
R 3.0, R2.0		<i>How to Read Literature: Use Strategies for Reading Folk Literature</i>  •Understand the cultural context •Recognize the storyteller's purpose •Predict	<input type="checkbox"/> Read (and discuss) these tips for reading folk literature	Feb. 27  .25 days	no	911

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R3.7, LC1.5	R3.3, R3.5, W1.6, W2.5	<p align="center"><i>Chicoria/Brer Possum's Dilemma/ Coyote Steals the Sun and Moon/ Why the Waves Have Whitecaps</i></p> <ul style="list-style-type: none"> <li>•Background: Brief survey of oceanography</li> <li>•Folk Tale</li> <li>•Cultural context</li> <li>•Commas in a series and in compound sentences</li> <li>•Spelling skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) "Prepare to Read" p. 912-913 PH</li> <li><input type="checkbox"/> While reading all of the following selections, do "Literary Analysis: Folk Tales" p. 250 SDW</li> <li><input type="checkbox"/> Read <i>Chicoria</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 p. 916</li> <li><input type="checkbox"/> Read <i>Brer Possum's Dilemma</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-4 p. 919</li> <li><input type="checkbox"/> Read <i>Coyote Steals the Sun and Moon</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-5 p. 922</li> <li><input type="checkbox"/> Read <i>Why the Waves Have Whitecaps</i></li> <li><input type="checkbox"/> Answer "Review and Assess" Questions 1-4 &amp; 1-11 pp. 924-925</li> <li><input type="checkbox"/> "Build Vocabulary" p. 246 SDW</li> <li><input type="checkbox"/> "Build Spelling Skills: The <i>aw</i> Sound Spelled <i>au, ou, o, a, or aw</i>" p. 247 SDW</li> <li><input type="checkbox"/> "Build Grammar Skills: Commas in a Series and in Compound Sentences" p. 248 SDW</li> <li><input type="checkbox"/> "Reading Strategy: Understanding the Cultural Context" p. 249 SDW</li> <li><input type="checkbox"/> "Writing Lesson: Letter of Inquiry" p. 927 PH Use standard business letter format (see p. R16 at the end of the book as a reference). This writing assignment is best type-written.</li> </ul>	<p>Feb. 27 Feb. 28 Feb. 29 Mar. 1 Mar. 2</p> <p align="center">4.5 days</p>	yes	912-927
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**Cluster 6: The American Tradition**  
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R3.7	R3.1, LC1.3	<p align="center">from <i>The People, Yes</i></p> <ul style="list-style-type: none"> <li>•Background: The Great Depression</li> <li>•Oral Tradition</li> <li>•Yarn</li> <li>•Cultural references</li> <li>•Subordinating conjunctions</li> <li>•Spelling skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 340-341 PH</li> <li><input type="checkbox"/> Read from <i>The People, Yes</i></li> <li><input type="checkbox"/> “Literary Analysis: Plot and Subplot ” p. 210 SDW</li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 &amp; 1-8 (skip #'s 4 &amp; 9) pp. 344-345</li> <li><input type="checkbox"/> “Build Vocabulary” p. 106 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: Spelling Plurals of Nouns that End in <i>o</i>” p. 107 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Subordinating Conjunctions” p. 108 SDW</li> <li><input type="checkbox"/> “Literary Analysis: Oral Tradition” p. 110 SDW</li> <li><input type="checkbox"/> “Vocabulary Practice 15: Synonyms” p. 15 VS</li> <li><input type="checkbox"/> Grammar Lesson: Subordinating Conjunctions p. 346 PH Do “Practice” and “Writing Application.”</li> </ul>	<p>Mar. 5 Mar. 6</p> <p align="center">2 days</p>	yes	340-347
R2.7, R3.6, R3.7		<p align="center"><i>A Tour on the Prairies</i></p> <ul style="list-style-type: none"> <li>•Eyewitness accounts</li> <li>•Primary Resources</li> <li>•Internal consistency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “About Eyewitness Accounts” and “Reading Strategy”</li> <li><input type="checkbox"/> Read A Tour on the Prairies</li> <li><input type="checkbox"/> Answer “Check Your Comprehension “ and “Applying the Reading Strategy” questions 1-7 p. 87 PH</li> <li><input type="checkbox"/> Create and complete a chart to evaluate the logical techniques in the text like the one on p. 84</li> <li><input type="checkbox"/> “Vocabulary Practice 29: Specialized Vocabulary” p. 29 VS</li> </ul>	<p>Mar. 7</p> <p align="center">1 day</p>	no	84-87

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R3.7	LC1.3	<p align="center"><i>Columbus/Western Wagons/The Other Pioneers</i></p> <ul style="list-style-type: none"> <li>•Background: The westward movement and the Mexican and Spanish settlement of the southwest</li> <li>•Author’s perspective</li> <li>•Relate to what you know</li> <li>•Active and passive voice</li> <li>•Spelling skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” p. 142-143 PH</li> <li><input type="checkbox"/> Read <i>Columbus</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 p. 145</li> <li><input type="checkbox"/> Read <i>Western Wagons</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 p. 147</li> <li><input type="checkbox"/> Read <i>The Other Pioneers</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 &amp; 1-8 pp. 150-151</li> <li><input type="checkbox"/> “Build Vocabulary” p. 51 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: Adding –ous to Words That End in y” p. 52 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Active and Passive Voice” p. 53 SDW</li> <li><input type="checkbox"/> “Reading Strategy: Relating What You Know” p.54 SDW (Use internet to search for information about the subject if needed.)</li> <li><input type="checkbox"/> “Literary Analysis: Author’s Perspective” p. 55 SDW</li> <li><input type="checkbox"/> “Vocabulary Practice 17: Antonyms” p. 17 VS</li> </ul>	<p>Mar. 8 Mar. 9</p> <p>2 days</p>	yes	142-153
R2.2	R3.7	<p><i>Arguments in Favor of a Sixteenth Amendment</i></p> <ul style="list-style-type: none"> <li>•Persuasive speeches</li> <li>•Repetition</li> <li>•Appeals to emotion</li> <li>•Proposition and support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss)“Persuasive Speeches” p. 404 PH</li> <li><input type="checkbox"/> Read “Arguments in Favor of a Sixteenth Amendment” pp. 405-406</li> <li><input type="checkbox"/> Answer “Check Your Comprehension “ and “Applying the Reading Strategy” questions 1-8 p. 407 PH</li> <li><input type="checkbox"/> “Vocabulary Practice 28: Specialized Vocabulary” p. 28 VS</li> </ul>	<p>Mar. 12</p> <p>1 day</p>	no	404-407

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R3.7, LC1.5		<p align="center">John Henry/Pecos Bill: The Cyclone/ Paul Bunyan of the North Woods/ Davy Crockett’s Dream</p> <ul style="list-style-type: none"> <li>•Background: Building the transcontinental railroad and the advent of steam and coal power</li> <li>•Cultural context</li> <li>•Tall tales</li> <li>•Predicting</li> <li>•Commas in a complex sentence</li> <li>•Spelling skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read (and discuss) “Prepare to Read” pp. 932-933 PH</li> <li><input type="checkbox"/> While reading all of the following selections, do “Reading Strategy: Predicting” p. 254 SDW</li> <li><input type="checkbox"/> Read <i>John Henry</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 p. 937</li> <li><input type="checkbox"/> Read <i>Pecos Bill: The Cyclone</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 p. 944</li> <li><input type="checkbox"/> Read <i>Paul Bunyan of the North Woods</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-5 p. 947</li> <li><input type="checkbox"/> Read <i>Davy Crockett’s Dream</i></li> <li><input type="checkbox"/> Answer “Review and Assess” Questions 1-4 &amp; 1-8 pp. 950-951</li> <li><input type="checkbox"/> “Build Vocabulary” p. 251 SDW</li> <li><input type="checkbox"/> “Build Spelling Skills: Multi-Syllable Words With <i>m</i> in the Middle” p. 252 SDW</li> <li><input type="checkbox"/> “Build Grammar Skills: Commas in Complex Sentences” p. 253 SDW</li> <li><input type="checkbox"/> “Literary Analysis: Cultural Context” p. 255 SDW</li> <li><input type="checkbox"/> “Vocabulary Practice 11: Word Roots” p. 11 VS</li> </ul>	<p>Mar. 13 Mar. 14 Mar. 15 Mar. 16</p> <p align="center">4 days</p>	<p align="center">B T E E N S C T H M A R K</p>	932-953
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**Cluster Test/Benchmark Test #6:** Test should be given when reading and assignments from Cluster 6 are completed.  
Answer sheets must be scanned by noon on Friday, April 1.

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<p>W1.1, W1.2, W1.3, W2.4</p>	<p>R2.6</p>	<p align="center"><i>Writing Workshop Persuasive Essay</i></p> <ul style="list-style-type: none"> <li>•Controversial Issue</li> <li>•Statement of position</li> <li>•Evidence in support of author's position (arguments, anecdotes, statistics)</li> <li>•Anticipate and address the reader's concerns and counterarguments</li> <li>•Nestorian order</li> <li>•Repetition of key words and phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read entire Writing Workshop, pp. 412-415 PH</li> <li><input type="checkbox"/> Prewriting: Use the newspaper or internet news sites to browse topics. Do not settle on a broad topic but instead a narrower sub-topic (i.e., "War is bad" is too broad a topic; you might want to go with "It is time to end the war in Afghanistan," or "No one under the age of 21 should be sent into combat." Then, determine your audience, conduct plenty of research, and anticipate every possible counterargument. Re-read Student Model.</li> <li><input type="checkbox"/> Drafting: Spend time coming up with a catchy introduction! Use a combination of logic and emotion as you build your case. See explanation of the "Nestorian Order" and try to follow it.</li> <li><input type="checkbox"/> Revising: Revise your draft for coherence. Make sure there is plenty of meaningful repetition. Also, consider adding transitional words, phrases and sentences. Get at least one other reader to read your draft and give you feedback.</li> <li><input type="checkbox"/> Editing: Look over your essay for errors in spelling, grammar, conventions and word choice. Make corrections. Write or print out a final draft.</li> </ul>	<p>Mar. 19 Mar. 20 Mar. 21 Mar. 22 Mar. 23</p> <p align="center">5 days</p>	<p align="center">n/a</p>	<p align="center">412-415</p>
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