

Course Overview	In this course, <i>myPerspectives</i> Texas is aligned to the Texas Essential Knowledge and Skills (TEKS). This course aims to further develop students' proficiency in reading, writing, speaking, listening and thinking. Students will engage with a diverse selection of literary genres, including novels, short stories, poetry, and drama, as well as various informational texts that address a range of themes and perspectives. Students will read, analyze, and evaluate complex multi genre text and media from diverse perspectives in order to develop an understanding and appreciation of how language, in its many forms and functions, connects to them and to the world by exploring topics such as: Unit 1, Rites of Passage; Unit 2: Learning from History; Unit 3: What Matters; Unit 4: Human Intelligence; Unit 5: Pushing Boundaries.
Course Standards	Grade 8, Texas Essential Knowledge and Skills, English Language Arts and Reading
Instructional Materials	SAVVAS <i>myPerspectives</i>

Scope & Sequence

Units/Modules & Instructional Days	Assessments & Scanning Deadlines	Standards
Unit 1: Rites of Passage 19 Days	TX_ELA_8thELA_F26_MUE1 Scanning Deadline: September 24, 2026	Strand 1 Foundational Language Skills 8.1A; 8.1B; 8.2A; 8.2B; 8.3 Strand 2 Comprehension 8.5C; 8.5E Strand 3 Response Skills 8.6B; 8.6D; 8.6E; 8.6F; 8.6G Strand 4 Multiple Genres 8.7A; 8.7B; 8.8A; 8.8B Strand 5 Author's Purpose & Craft 8.9D; 8.9F Strand 6 Composition 8.10A; 8.10Bi; 8.10Bii; 8.10C; 8.10Dii; 8.10Div; 8.10Dvi; 8.10Dvii; 8.11A; 8.11D Strand 7 Inquiry & Research 8.12A; 8.12D
IA Window: October 26 – 30, 2026 Scanning Deadline: November 5, 2026		
Unit 2: Learning From History 38 Days	TX_ELA_8thELA_F26_UE2 Scanning Deadline: November 19, 2026 TX_ELA_8thELA_F26_PBA2 Scanning Deadline: December 3, 2026	Strand 1 Foundational Language Skills 8.1D; 8.2A; 8.2B; 8.2C; 8.4 Strand 2 Comprehension 8.5A; 8.5B; 8.5E; 8.5I Strand 3 Response Skills 8.6A; 8.6B; 8.6C; 8.6D; 8.6E; 8.6F; 8.6G; 8.6H Strand 4 Multiple Genres 8.7C; 8.8C; 8.8F Strand 5 Author's Purpose & Craft 8.9A; 8.9B; 8.9C; 8.9E; 8.9F; 8.9G Strand 6 Composition 8.10A; 8.10Bi; 8.10Bii; 8.10C; 8.10Dii; 8.10Dv; 8.10Dvi; 8.11B; 8.11C; 8.11D Strand 7 Inquiry & Research 8.12A; 8.12E; 8.12F; 8.12Hi; 8.12Hii; 8.12J
Unit 3: What Matters 17 Days	TX_ELA_8thELA_S27_MUE3 Scanning Deadline: January 21, 2027	Strand 1 Foundational Language Skills 8.1D; 8.2C Strand 2 Comprehension 8.5E; 8.5G; 8.5H Strand 3 Response Skills 8.6A; 8.6B; 8.6D; 8.6G; 8.6H; 8.6J Strand 4 Multiple Genres 8.7A; 8.8E.i; 8.8Eii; 8.8Eiii; 8.9G; 8.9G; 8.10Dv; 8.10Dvi

		<p>Strand 5 Author's Purpose & Craft </p> <p>Strand 6 Composition 8.10A; 8.10Bi; 8.10Bii; 8.10C; 8.10Di; 8.10Dv; 8.11C</p> <p>Strand 7 Inquiry & Research 8.12A; 8.12B; 8.12E; 8.12F; 8.12G; 8.12Hii; 8.12J</p>
IA Window: February 22 – 26, 2027 Scanning Deadline: March 4, 2027		
Unit 5: Pushing Boundaries 35 Days	<p>TX_ELA_8thELA_S27_MUE5 Scanning Deadline: February 11, 2027</p> <p>TX_ELA_8thELA_S27_PBA5 Scanning Deadline: March 11, 2027</p>	<p>Strand 1 Foundational Language Skills 8.1A; 8.1B; 8.1C; 8.2C; 8.4A</p> <p>Strand 2 Comprehension 8.5A; 8.5B; 8.5C; 8.5E; 8.5F; 8.5I</p> <p>Strand 3 Response Skills 8.6A; 8.6B; 8.6C; 8.6D; 8.6E; 8.6F; 8.6H; 8.6I</p> <p>Strand 4 Multiple Genres 8.7C; 8.8Di; 8.8Dii; 8.8Diii; 8.8F</p> <p>Strand 5 Author's Purpose & Craft 8.9C; 8.9D; 8.9G</p> <p>Strand 6 Composition 8.10A; 8.10Bi; 8.10Bii; 8.10Di; 8.10Div; 8.10Dvi; 8.10Dvii; 8.11A; 8.11D</p> <p>Strand 7 Inquiry & Research 8.12A</p>
STAAR: April 5 – 16, 2027		
Unit 4: Human Intelligence 28 Days	<p>TX_ELA_8thELA_S27_MUE4 Scanning Deadline: May 13, 2027</p>	<p>Strand 1 Foundational Language Skills 8.1D; 8.2A</p> <p>Strand 2 Comprehension 8.5C; 8.5I</p> <p>Strand 3 Response Skills 8.6A; 8.6B; 8.6C; 8.6D; 8.6H</p> <p>Strand 4 Multiple Genres 8.7B; 8.7D; 8.8Dii; 8.8Diii; 8.8F</p> <p>Strand 5 Author's Purpose & Craft 8.9A; 8.9B; 8.9D; 8.9E; 8.9F; 8.9G</p> <p>Strand 6 Composition 8.10Bi; 8.10Bii; 8.10Di; 8.10Dii; 8.10Diii; 8.10Dvi; 8.10Dvii; 8.11A; 8.11B; 8.11D</p> <p>Strand 7 Inquiry & Research 8.12A; 8.12B; 8.12C; 8.12D; 8.12E; 8.12F; 8.12G; 8.12Hi; 8.12Hii</p>

Primary Texts

Unit	
Unit 1: Rites of Passage	<p>Mentor Text</p> <ul style="list-style-type: none"> Personal Narrative: Red Roses (560L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Realistic Fiction: <i>The Medicine Bag</i>, Virginia Driving Hawk Sneve (920L) Adventure Story: <i>The Banana Tree</i>, James Berry (810L) Lyric Poetry: <i>Bird</i>, Liz Berry (NP) Lyric Poetry: <i>Ode to Teachers</i>, Pat Mora (NP)
Unit 2: Learning From History	<p>Mentor Text</p> <ul style="list-style-type: none"> Personal Narrative: The Grand Mosque of Paris (990L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Drama: <i>The Diary of Anne Frank, Act I</i>, Frances Goodrich and Albert Hackett (NP) Drama: <i>The Diary of Anne Frank, Act II</i>, Frances Goodrich and Albert Hackett (NP) Media, Infographic: <i>Frank Family and World War II</i>, Timeline <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Diary: <i>from Anne Frank: The Diary of a Young Girl</i>, Anne Frank (1010L) Speech: <i>from Acceptance Speech for the Nobel Peace Prize</i>, Elie Wiesel (770L) Media, Graphic Novel: <i>from Maus</i>, Art Spiegelmen <p>Independent Learning</p> <ul style="list-style-type: none"> Television Transcript: <i>Saving the Children</i>, Bob Simon (740L) Informative Article: <i>Irena Sendler: Rescuer of the children of Warsaw</i>, Chana Kroll (1130L) Historical Article: <i>Quiet Resistance, from Courageous Teen Resisters</i> (910L) News Article: <i>Remembering a Devoted Keeper of Anne Frank's Legacy</i>, Moni Basu (950L) Autobiography: <i>I'll go Fetch Her Tomorrow from Hidden Like Anne Frank</i>, Bloeme Emden with Marcel Prins (800L)
Unit 3: What Matters	<p>Mentor Text</p> <ul style="list-style-type: none"> Freedom of the Press? (1000L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Realistic Short Story: <i>The Horned Toad</i>, Gerald haslam (980L) Argumentative Essay: <i>Three Cheers for the Nanny State</i>, Sarah Conly (1180L) Opinion Pieces: <i>Ban the Ban!</i>, SidneyAnne Stone (930L) Opinion Pieces: <i>Soda's a Problem but...</i> Karin Klien (1250L)
Unit 5: Pushing Boundaries	<p>Mentor Text</p> <ul style="list-style-type: none"> Short Story: One Weekend in the Real World (850L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Magical Realism: <i>Uncle Marcos, from The House of the Spirits</i>, Isabel Allende, translated by Magda Bogin (1420L) Historical Essay: <i>To Fly, from Space Chronicles</i>, Neil deGrasse Tyson (1220L) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Biographical Profile: <i>Nikola Tesla: The Greatest Inventor of All?</i>, Vicky Baez (860L) Historical Fiction: <i>from The Invention of Everything Else</i>, Samantha Hunt (880L) Technology Feature: <i>Welcome to Origami City</i>, Nick D'Alto (990L) Myth: <i>Icarus and Daedalus</i>, retold by Josephine Preston Peabody (1100L) <p>Independent Learning</p> <ul style="list-style-type: none"> Technology Article: <i>Fermented Cow Dung Air Freshener ...</i>, Kimberley Mok (1460L) Technology Article: <i>Scientists Build Robot That Runs, Call it "Cheetah"</i>, Rodrique Ngowi (1380L) Media: Video: <i>Sounds of a Glass Armonica</i>, National Geographic Science Fiction: <i>from The Time Machine</i>, H.G. Wells (830L)
Unit 4: Human Intelligence	<p>Mentor Text</p> <ul style="list-style-type: none"> Informative Text: The Human Brain (1120L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Science Fiction: <i>Flowers for Algernon</i>, Daniel Keyes (830L)

	<ul style="list-style-type: none"> Science Feature: <i>A Computer in Your Head?</i>, Eric H. Chudler, Ph. D (1020L) Peer-Group Learning <ul style="list-style-type: none"> Memoir: <i>from Blue Nines and Red Words</i>, Daniel Tammet (1200L) Science Feature: <i>Gut Math</i>, (1030L) Media, Infographic, <i>The Theory of Multiple Intelligences Infographic</i>, Howard Gardner
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TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.