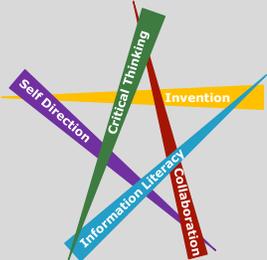


**Curriculum Development Course at a Glance
Planning for 8th Grade Reading, Writing, and Communicating**

Content Area	Reading, Writing, and Communicating	Grade Level	8 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations	RWC10-GR.8-S.1-GLE.1	
	2. A variety of response strategies clarifies meaning or messages	RWC10-GR.8-S.1-GLE.2	
2. Reading for All Purposes	1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	RWC10-GR.8-S.2-GLE.1	
	2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	RWC10-GR.8-S.2-GLE.2	
	3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts	RWC10-GR.8-S.2-GLE.3	
3. Writing and Composition	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.1	
	2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.2	
	3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document	RWC10-GR.8-S.3-GLE.3	
4. Research and Reasoning	1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	RWC10-GR.8-S.4-GLE.1	
	2. Common fallacies and errors occur in reasoning	RWC10-GR.8-S.4-GLE.2	
	3. Quality reasoning relies on supporting evidence in media	RWC10-GR.8-S.4-GLE.3	



Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

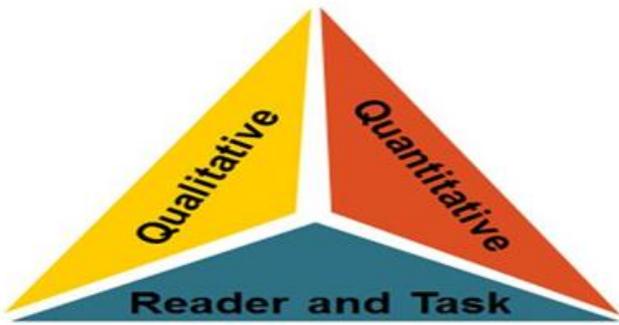
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity



Qualitative Quantitative

Reader and Task

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Trials and Tribulations (Adversity)	9 weeks	1
The American Dream (Relationships)	9 weeks	2
Facebook or face-to-face? (Persuasion and Intent)	9 weeks	3
A World without Borders (Diversity)	9 weeks	4

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

Unit Title	Trials and Tribulations		Length of Unit	9 weeks
Focusing Lens(es)	Adversity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.1-GLE.2 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.1 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does adversity shape a person's identity? How does our perspective impact our perceptions of adversity? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	identity, inner conflict, choice, sacrifice, perspective, beliefs/values, change, evidence	Summary, inference, figurative language, theme, characterization, author's purpose, fallacy, word choice, mood, tone, literary techniques, point of view	conventions, point of view, imagery, focus, organization of thought, voice, tone, figurative language	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Authors create characters who deal with adversity in order to reflect universal human experiences and help readers establish empathetic connections (RWC10-GR.8-S.2-GLE.1-EO.a.iii).	What is adversity? What is identity (RWC10-GR.8-S.2-GLE.3-EO.a.vi)? What are character traits?	How has adversity affected your life, family, friends, and school? How do readers connect to characters in text? What do authors do to help students have vicarious experiences when reading?
To ascertain an author's purpose and meaning, readers frequently must deconstruct figurative language (RWC10-GR.8-S.2-GLE.1-EO.b.i).	What is figurative language (RWC10-GR.8-S.2-GLE.3-EO.b.iii)? What is the author's purpose (RWC10-GR.8-S.2-GLE.3-EO.a.ii)?	How does an author use language to construct meaning purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.ii) How does the author's purpose provoke discussion?
A reader's personal experiences impact the interpretation of texts (RWC10-GR.8-S.3-GLE.1-EO.a.i).	How do you identify the author's point of view Define perspective (RWC10-GR.8-S.2-GLE.3-EO.a.vi).	When a writer constructs a text, how do they consider and create multiple points of view (RWC10-GR.8-S.3-GLE.1-EO.b.i)? How do you read various viewpoints with an open mind (RWC10-GR.8-S.2-GLE.1-EO.b.iii)?

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

<p>Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader (RWC10-GR.8-S.2-GLE.3-EO.a.iii) and (RWC10-GR.8-S.3-GLE.1-EO.a.viii)</p>	<p>What is mood? What is tone? When reading (text) identify and provides examples of different types of sentences (RWC10-GR.8-S.3-GLE.3-EO.a.viii) and (RWC10-GR.8-S.3-GLE.3-EO.b).</p>	<p>Why should writers use intentional word choice and sentence structure? (RWC10-GR.8-S.2-GLE.3-EO.a.iii) How does interpreting tone help readers recognize the author’s purpose? (RWC10-GR.8-S.2-GLE.3-EO.a.iii)</p>
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Components of the narrative structure (RWC10-GR.8-S.3-GLE.1-EO.a.i). • Effective usage and technique of dialogue (RWC10-GR.8-S.3-GLE.1-EO.a.ii). • Organizational structure of narrative (RWC10-GR.8-S.3-GLE.1-EO.a.vi). • Literary techniques and devices (RWC10-GR.8-S.3-GLE.1-EO.a.vii). • The difference between plagiarism and paraphrasing (RWC10-GR.8-S.1-GLE.2-EO.d). • The definition of inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). • Rules for citation (RWC10-GR.8-S.2-GLE.1-EO.a.i). • The definition of theme and its relationship to text (RWC10-GR.8-S.2-GLE.2-EO.a). • The differing points-of-view in text (RWC10-GR.8-S.2-GLE.1-EO.b.iii). • Definitions of tone, voice, and mood (RWC10-GR.8-S.2-GLE.3-EO.a). • Parts of speech, including verbs, adjectives, and adverbs (RWC10-GR.8-S.3-GLE.3-EO.a). • Sentence parts, such as subject and predicate, and main and subordinate clauses (RWC10-GR.8-S.3-GLE.3-EO.a). • The uses of reasoning and evidence are used to support positions (RWC10-GR.8-S.4-GLE.3-EO.a) 	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (RWC10-GR.8-S.3-GLE.1). • Paraphrase speaker’s meaning (RWC10-GR.8-S.1-GLE.2-EO.d). • Cite textual evidence to support a position or inference (RWC10-GR.8-S.2-GLE.1-EO.a.i). • Determine a theme in literary text (RWC10-GR.8-S.2-GLE.2-EO.a.ii). • Analyze difference in points of view of characters (RWC10-GR.8-S.2-GLE.1-EO.b.iii). • Examine how authors use language to influence meaning (RWC10-GR.8-S.2-GLE.3-EO.a.iii). • Demonstrate command of standard English grammar and usage when writing or speaking (RWC10-GR.8-S.3-GLE.3-EO.a) • Take a position on an issue and support it with reasoning and support (RWC10-GR.8-S.4-GLE.3-EO.a). • Engage effectively in a range of collaborative discussions with diverse partners-building on others’ ideas and expressing their own ideas clearly. (RWC10-GR.8-S.1-GLE.1-EO.a) • Determine / clarify the meaning of unknown or multiple meaning points (RWC10-GR.8-S.3-GLE.3-EO.a) • Analyze a case in which two or more texts provide conflicting information on the same topic (RWC10-GR.8-S.2-GLE.2-EO.c.iii) • Determine a theme or central idea of a text (RWC10-GR.8-S.2-GLE.1-EO.a.ii)

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“The author of ‘Eleven’ tells the story from a child’s point-of-view by using simple sentence construction.”</i></p>
<p>Academic Vocabulary:</p>	<p>Analyze, evaluate, figurative language, summary, generalizations, reasoning, determine, define</p>
<p>Technical Vocabulary:</p>	<p>Mood, tone, sentence structure (simple, compound, complex), logical fallacy, word choice, voice, passive voice, adjectives, adverbs, point-of-view</p>

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

Unit Title	The American Dream		Length of Unit	9 weeks
Focusing Lens(es)	Relationship	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.8-S.1-GLE.2 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.2 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.2 RWC10-GR.8-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does a reader develop perspective (RWC10-GR.8-S.2-GLE.1-N.1)? How do you recognize bias in your everyday lives (RWC10-GR.8-S.4-GLE.2-IQ.3)? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	identity, citizenship, sacrifice, greed, perspective, fairness, justice, innovation, influence, system, diversity, conflict, values, beliefs, evidence	Summary, inference, <i>figurative language</i> , theme, characterization, author's purpose, fallacy, interpretation, <i>audience, context, point of view</i>	conventions, organization, topic, transitions, language, support, reasoning, synthesis, thesis, <i>point of view, context, audience</i>	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Authors create characters and relationships that cross time periods and places in order to represent timeless themes or universal messages (RWC10-GR.8-S2-GLE.1-EO.c.iv).	What is Westward expansion? What were the "roaring 20s"? What was the Great Depression? What is the "American Dream"? *all are background knowledge for (RWC10-GR.8-S.2-GLE.2-EO.a.iii)	How do you connect prior knowledge with new information (RWC10-GR.8-S.3-GLE.2-N.1)? How can bias influence the reader (RWC10-GR.8-S.2-GLE.2-IQ.3)? How do themes transcend time and place?
To demonstrate deep understanding of a topic, writers construct informative or explanatory texts based on a synthesis of diverse and varied information/perspectives (RWC10-GR.8-S.3-GLE.2-EO.b.i-ii).	What does it mean to synthesize? (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii). When must you use facts, definitions, details, quotations, and examples to develop a topic? (RWC10-GR.8-S.3-GLE.2-EO.b.ii) What is the structure of informative/ explanatory writing? (RWC10-GR.8-S.3-GLE.3-EO.d)	How do you select a topic for writing (RWC10-GR.8-S.3-GLE.2-EO.b.i)? How does the use of correct grammar, usage, and mechanics add clarity to writing (RWC10-GR.8-S.3-GLE.3-IQ.1)? How do you construct a thesis statement? (RWC10-GR.8-S.3-GLE.2-EO.b.i)

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

<p>Figurative language and word choice influences a reader's relationship to the text (RWC10-GR.8-S.2-GLE.3-EO.b.i-iii)</p>	<p>What is a words' connotation? (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii) What is a word's denotation? What is figurative language (idioms, metaphors, similes, etc.)?</p>	<p>How does the author use language to influence the readers? (RWC10-GR.8-S.2-GLE.3-EO.a.iii) How does the author's use of language inspire change? (RWC10-GR.8-S.2-GLE.3-EO.b.ii-iii) How does the reader's understanding of language affect his or her interpretation of the text? (RWC10-GR.8-S.3-GLE.3-IQ.3)</p>
<p>Societal norms and systems may influence personal beliefs and values that inform the understanding and appreciation of a given text (RWC10-GR.8-S.2-GLE.2-IQ.3)</p>	<p>What is meant by the term "societal norms" (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii) What are personal beliefs and values? What does it mean to be biased?</p>	<p>When students are reading text, how do they monitor clarity and bias in reading? (RWC10-GR.8-S.4-GLE.2-IQ.3) Why do listeners need to recognize the contributions and backgrounds of others? (RWC10-GR.8-S.1-GLE.2-N.1)</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The significance of evidence in the support of claims/assertions (RWC10-GR.8-S.2-GLE.2-EO.a.i) and (RWC10-GR.8-S.2-GLE.2-EO.a.i) • Key words that identify/suggest bias (RWC10-GR.8-S.2-GLE.2-RA.2) • The relationship between personal perspectives and the understanding/interpretation of a text (RWC10-GR.8-S.2-GLE.3-N.1) • Precise meanings and underlying meanings of words in context (RWC10-GR.8-S.2-GLE.2-EO.b.i). • Multiple and differing points of view on a given topic (RWC10-GR.8-S.2-GLE.2-EO.b.iii) • Text structure and organization for informative/explanatory writing (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii) • Details and information about varying time periods based on research and good, relevant evidence (RWC10-GR.8-S.4-GLE.1) • The definition of reasoning (RWC10-GR.8-S.4-GLE.3) • The importance of using standard grammar when writing and speaking (RWC10-GR.8-S.3-GLE.3-EO.a) 	<ul style="list-style-type: none"> • Present claims and findings (RWC10-GR.8-S.1-GLE.2-EO.a). • Read for credibility and bias in authors (RWC10-GR.8-S.2-GLE.2-RA.2). • Analyze how a text makes connections among and distinctions between individuals (RWC10-GR.8-S.2-GLE.1-EO.a.iii). • Determine the connotation and denotation of words as they are used in a text (RWC10-GR.8-S.2-GLE.2-EO.b.i) • Recognize that there are multiple points of view on the same topic (RWC10-GR.8-S.2-GLE.3-N.1). • Explore a variety of authors and literature to develop a relationship with literature for personal interest selection (RWC10-GR.8-S.2-GLE.1-RA.2) • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through synthesis of content (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii). • Connect prior knowledge to new information (RWC10-GR.8-S.3-GLE.2-N.1). • Practice and review reasoning to determine if it is reliable (RWC10-GR.8-S.3-GLE.3-RA.3). • Determine strengths and weaknesses of their thinking and thinking of others (RWC10-GR.8-S.4-GLE.2-EO.b) • Compare / contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (RWC10-GR.8-S.2-GLE.1-EO.b.ii) • Develop and share interpretations of literary works (RWC10-GR.8-S.2-GLE.1-EO.c) • Read and comprehend grade level texts of various genres (RWC10-GR.8-S.2-GLE.1-EO.d.)

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“After reading and synthesizing texts on the ‘American Dream,’ there is evidence to support that the American Dream has not changed since the foundation of the country.”</i></p>
<p>Academic Vocabulary:</p>	<p>Interpretation, connection, perspective, relationship, synthesis, analyze, values, beliefs, support, context, construct, justice, evidence</p>
<p>Technical Vocabulary:</p>	<p>Audience, transitions, conventions, tone, mood, Greek/Latin roots</p>

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

Unit Title	Facebook or face-to-face?		Length of Unit	9 weeks
Focusing Lens(es)	Persuasion/Intent	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.2 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.2 RWC10-GR.8-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to critique an author's credentials to understand intent (RWC10-GR.8-S.2-GLE.2-IQ.6)? Why do authors persuade readers (RWC10-GR.8-S.3-GLE.2-IQ.2)? What are common fallacies found in print and non-print? (RWC10-GR.8-S.4-GLE.2-IQ.4) 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	Design, influence, system, perspective, bias, balance, connections, interaction, value, innovation, relevance, desire	theme, diction, textual support, author's purpose, reasoning, subject matter, medium, media, interpretation, conflict, inference, <i>appeals (ethos, pathos, logos)</i> ,	argument, thesis, persuasion, evidence, comparison, claims, counterclaims, <i>appeals (ethos, pathos, logos)</i> , rhetorical techniques, style, purpose, audience	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Authors create conflict in text through diction, voice, and choice of subject matter in order to persuade and engage readers (RWC10-GR.8-S.2-GLE.2-EO.c.ii-iii) and (RWC10-GR.8-S.2-GLE.3-EO.a.ii).	What is the author's intent? (RWC10-GR.8-S.2-GLE.2-EO.b.iii) What are the dynamics of discussion? (RWC10-GR.8-S.1-GLE.2-EO.c-e) What is conflict?	Why challenge the status quo? What needs to happen to move from discussion to action? (RWC10-GR.8-S.1-GLE.2-RA.1)
Writers create/construct persuasive arguments through careful consideration of purpose(s) and audience (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi).	How do you determine your audience (RWC10-GR.8-S.3-GLE.3-EO.d)? How do you choose an appropriate voice for your audience (RWC10-GR.8-S.3-GLE.3-EO.e)?	Why is determining an audience essential in writing (RWC10-GR.8-S.3-GLE.2-EO.a.x)? Why does a writer use claims and reasoning to persuade an audience (RWC10-GR.8-S.3-GLE.2-EO.a.vii)?
Readers use reasoning and evaluation to recognize a writer's persuasive intent and methods (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.2-EO.a-d).	What does it mean to make an appeal? What do the terms ethos, pathos, logos mean? (RWC10-GR.8-S.2-GLE.3-EO.a.vi)	Why is the credibility of an author important? (RWC10-GR.8-S.2-GLE.2-RA.2) Why is it important for a reader to evaluate online information and effectively locate reliable information sources? (RWC10-GR.8-S.2-GLE.2-RA.4)

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

<p>The reach of social media provides a powerful venue through which individual's may seek to manipulate or influence others' beliefs and values (RWC10-GR.8-S.4-GLE.3-EO.a-d).</p>	<p>What does "social media" include/entail? (RWC10-GR.8-S2-GLE.3-EO.a.vi) What is intention? (RWC10-GR.8-S.2-GLE.2-EO.b.i-iii)</p>	<p>Does quality reasoning enhance media? (RWC10-GR.8-S.4.GLE-3-N.1) How does someone determine the logic of an issue and support it with reasoning? (RWC10-GR.8-S.4-GLE.3-IQ.1)</p>
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Different mediums for presenting information (RWC10-GR.8-S.2-GLE.2-EO.c.i) • Elements of argumentation and claim structures (RWC10-GR.8-S.2-GLE.2-EO.c.ii). • Evidence or manifestations of author credibility (RWC10-GR.8-S.2-GLE.2-RA.2) • Text structures used for argumentative/persuasive texts (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) • Rhetorical and reasoning strategies (RWC10-GR.8-S.4-GLE.3-IQ.1) • The importance and purpose of writing conventions (RWC10-GR.8-S.3-GLE.3-EO.b-c) • Presentation skills and techniques for delivering information (RWC10-GR.8-S.1-GLE.2-EO.a) • What makes a generalization valid or faulty (RWC10-GR.8-S.4-GLE.2-EO.d) • The evaluation process for determining validity of information (RWC10-GR.8-S.4-GLE.2) • The purpose of valid reasoning (RWC10-GR.8-S.4-GLE.3-RA.4) 	<ul style="list-style-type: none"> • Evaluate the advantages and disadvantages of using different mediums (RWC10-GR.8-S.2-GLE.2-EO.c.i) • Delineate and evaluate an argument and specific claims in a text (RWC10-GR.8-S.2-GLE.2-EO.c.ii) • Determine the credibility of an author (RWC10-GR.8-S.2-GLE.2-RA.2) • Write an argumentative/persuasive essay with clear reasons and relevant evidence (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi) and (RWC10-GR.8-S.3-GLE.2-N.2) • Demonstrate a command of conventions through punctuation and spelling (RWC10-GR.8-S.3-GLE.3-EO.b-c) • Present claims and findings in a brief presentation using evidence and reasoning (RWC10-GR.8-S.1-GLE.2-EO.a) • Differentiate between valid and faulty generalizations (RWC10-GR.8-S.4-GLE.2-EO.d) • Evaluate online information to determine validity (RWC10-GR.8-S.4-GLE.2-RA.3). • Prove reasoning is helpful when explaining an opinion (RWC10-GR.8-S.4-GLE.3-RA.4) • Use technology, including the Internet, to produce and publish writing and present information and/or ideas (RWC10-GR.8-S.3-GLE.3-EO.f)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>"The intention of social media is to create a more connected society; however, the lack of face-to face interaction makes this claim false."</i></p>
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<p>Academic Vocabulary:</p>	<p>Subliminal, intention, thesis, conflict, interpretation, influence, interaction, relevancy, ascertain, cogent, claim/counterclaim, warrant, evaluate, demonstrate, determine</p>
<p>Technical Vocabulary:</p>	<p>Appeals (ethos, pathos, logos), rhetorical techniques, style, diction</p>

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

Unit Title	A World without Borders		Length of Unit	9 weeks
Focusing Lens(es)	Diversity	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.2 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does the changing diversity of a nation impact how that nation views citizenship? (RWC10-GR.8-S.4-GLE 1) How does research of the past influence our perspective of today? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	identity, inner conflict, citizenship, relationships, system, perspective, interaction, tolerance, arguments, claims	summary, research, reflect, implication, inference, allusions	communication, speech, discussion, questioning, justification, presentation, verbal, non-verbal, research	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals (RWC10-GR.8-S.2-GLE.1-RA.1).	What is a global society? What is tolerance?	Do we need tolerance? Why or why not? How do our actions affect each other?
Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii).	What does it mean to be relevant? What is the structure of a research project? What is a valid source? (RWC10-GR.8-S.4-GLE.1-IQ.1) What is the difference between a primary and secondary source? (RWC10-GR.8-S.4-GLE.1-IQ.2)	Why is clear communication necessary in research? What makes an effective research project (RWC10-GR.8-S.4-GLE.1-N.1)?
Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii).	What are verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)? What are non-verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)?	How do we hone our presentation skills (RWC10-GR.8-S.1-GLE.1-RA.2)? Do actions speak louder than words (RWC10-GR.8-S.1-GLE.2-RA.1)?
Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii).	What is diversity? (RWC10-GR.8-S.2-GLE.3-EO.vii). How is diversity portrayed in (text)?	How are our views of diversity today a reflection of the past? After research, do our views on diversity change? (RWC10-GR.8-S.4-GLE.2-EO.a)

Curriculum Development Overview
Unit Planning for 8th Grade Reading, Writing, and Communicating

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The format for formal presentation (RWC10-GR.8-S.1-GLE.1-EO.a). • What mediums are used in presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). • Grade level academic and domain specific language for presentation or research topics (RWC10-GR.8-S.2-GLE.3-EO.c). • The components of a research project (RWC10-GR.8-S.4-GLE.1-EO.a). • The components of research writing (RWC10-GR.8-S.4-GLE.1-EO.a.b.) and (RWC10-GR.8-S.1-GLE.1-IQ.3). • The difference between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i). • Techniques used in synthesizing information (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a.v-vi) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii) 	<ul style="list-style-type: none"> • Give a planned oral presentation to a specific audience for an intended purpose (RWC10-GR.8-S.1-GLE.1-EOa.vii-viii). • Evaluate using different mediums for presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). • Use grade level appropriate academic language in their presentation and research project (RWC10-GR.8-S.2-GLE.3-EO.c). • Conduct a research project to answer a question (RWC10-GR.8-S.4-GLE.1-EO.a) • Write reports based on research (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.1-EO.a) and (RWC10-GR.8-S.1-GLE.1-IQ.3). • Differentiate between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i) • Use evidence from literary and informational texts to support analysis, reflection, and research (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii) • Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a; RA.4) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii). • Delineate and evaluate a speaker’s claims in a speech (RWC10-GR.8-S.1-GLE.1-EO.c). • Use context and/or Greek and Latin roots as clues to the meaning of a word or phrase (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.iv) and (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.v) • Evaluate of a speaker’s claim (RWC10-GR.8-S.1-GLE.1-EO.c).

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“Martin Luther King’s I have a Dream Speech shows that verbal and non-verbal communication are equally important in formal speech delivery.”</i></p>
<p>Academic Vocabulary:</p>	<p>Tolerance, diversity, speech, multimedia, justification, research, ethical and unethical, interview, delineate, enunciation, posture, tone, claims, gesturing, synthesis</p>
<p>Technical Vocabulary:</p>	<p>Allusions, allegories</p>