## Curriculum Development Course at a Glance

Planning for 8th Grade Reading, Writing, and Communicating

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

### 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

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

Authors of the Sample: Carrie Coats (Delta Co. 50(J)); Courtney Luce (Greeley 6); Erica Riley (Clear Creek RE: 1)

8th Grade, Reading, Writing, and Communicating Complete Sample Curriculum – Posted: February 15, 2013
## Curriculum Development Overview
### Unit Planning for 8th Grade Reading, Writing, and Communicating

**Focusing Lens(es):** Adversity

**Unit Title:** Trials and Tribulations

**Length of Unit:** 9 weeks

**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

### Inquiry Questions (Engaging-Debatable):
- 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:**
- identity, inner conflict, choice, sacrifice, perspective, beliefs/values, change, evidence

**In reading:**
- Summary, inference, figurative language, theme, characterization, author's purpose, fallacy, word choice, mood, tone, literary techniques, point of view

**In writing:**
- conventions, point of view, imagery, focus, organization of thought, voice, tone, figurative language

### Generalizations

**My students will Understand that...**

**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).**

**Factual**
- What is adversity?
- What is identity (RWC10-GR.8-S.2-GLE.3-EO.a.vi)?
- What are character traits?

**Guiding Questions**
- 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).**

**Factual**
- 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)?

**Guiding Questions**
- 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).**

**Factual**
- How do you identify the author’s point of view
- Define perspective (RWC10-GR.8-S.2-GLE.3-EO.a.vi).

**Guiding Questions**
- 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**

<table>
<thead>
<tr>
<th>Authors use intentional word choice and sentence structure to create an intended mood and tone and engage the reader (RWC10-GR.8-5.2-GLE.3-EO.a iii) and (RWC10-GR.8-5.3-GLE.1-EO.a viii)</th>
<th>What is mood? What is tone? When reading (text) identify and provides examples of different types of sentences (RWC10-GR.8-5.3-GLE.3-EO.a viii) and (RWC10-GR.8-5.3-GLE.3-EO.b).</th>
<th>Why should writers use intentional word choice and sentence structure? (RWC10-GR.8-5.2-GLE.3-EO.a iii) How does interpreting tone help readers recognize the author’s purpose? (RWC10-GR.8-5.2-GLE.3-EO.a iii)</th>
</tr>
</thead>
</table>

### Critical Content:

**My students will Know...**

- Components of the narrative structure (RWC10-GR.8-5.3-GLE.1-EO.a.i).
- Effective usage and technique of dialogue (RWC10-GR.8-5.2-GLE.1-EO.a.ii).
- Organizational structure of narrative (RWC10-GR.8-5.3-GLE.1-EO.a.vi).
- Literary techniques and devices (RWC10-GR.8-5.3-GLE.1-EO.a.vii).
- The differences between plagiarism and paraphrasing (RWC10-GR.8-5.1-GLE.2-EO.d).
- The definition of inference (RWC10-GR.8-5.2-GLE.1-EO.a.i).
- Rules for citation (RWC10-GR.8-5.2-GLE.1-EO.a.i).
- The definition of theme and its relationship to text (RWC10-GR.8-5.2-GLE.2-EO.a).
- The differing points of view in text (RWC10-GR.8-5.2-GLE.1-EO.b.iii).
- Definitions of tone, voice, and mood (RWC10-GR.8-5.2-GLE.3-EO.a).
- Parts of speech, including verbs, adjectives, and adverbs (RWC10-GR.8-5.3-GLE.3-EO.a).
- Sentence parts, such as subject and predicate, and main and subordinate clauses (RWC10-GR.8-5.3-GLE.3-EO.a).
- The uses of reasoning and evidence are used to support positions (RWC10-GR.8-5.4-GLE.3-EO.a)

### Key Skills:

**My students will be able to (Do)...**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (RWC10-GR.8-5.3-GLE.1).
- Paraphrase speaker’s meaning (RWC10-GR.8-5.1-GLE.2-EO.d).
- Cite textual evidence to support a position or inference (RWC10-GR.8-5.2-GLE.1-EO.a.i).
- Determine a theme in literary text (RWC10-GR.8-5.2-GLE.2-EO.a.ii).
- Analyze difference in points of view of characters (RWC10-GR.8-5.2-GLE.1-EO.b.iii).
- Examine how authors use language to influence meaning (RWC10-GR.8-5.2-GLE.3-EO.a.iii).
- Demonstrate command of standard English grammar and usage when writing or speaking (RWC10-GR.8-5.3-GLE.3-EO.a).
- Take a position on an issue and support it with reasoning and support (RWC10-GR.8-5.4-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.8-5.1-GLE.1-EO.a)
- Determine / clarify the meaning of unknown or multiple meaning points (RWC10-GR.8-5.3-GLE.3-EO.a)
- Analyze a case in which two or more texts provide conflicting information on the same topic (RWC10-GR.8-5.2-GLE.2-EO.c.iii)
- Determine a theme or central idea of a text (RWC10-GR.8-5.2-GLE.1-EO.a.ii)
**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."

**Academic Vocabulary:** Analyze, evaluate, figurative language, summary, generalizations, reasoning, determine, define

**Technical Vocabulary:** Mood, tone, sentence structure (simple, compound, complex), logical fallacy, word choice, voice, passive voice, adjectives, adverbs, point-of-view

A student in ____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

"The author of ‘Eleven’ tells the story from a child’s point-of-view by using simple sentence construction."
## Curriculum Development Overview

### Unit Planning for 8th Grade Reading, Writing, and Communicating

#### Authors of the Sample:
- Carrie Coats (Delta Co. 50(J))
- Courtney Luce (Greeley 6)
- Erica Riley (Clear Creek RE: 1)

8th Grade, Reading, Writing, and Communicating

Complete Sample Curriculum – Posted: February 15, 2013

### 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

#### Inquiry Questions (Engaging-Debatable):
- 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:
  - identity, citizenship, sacrifice, greed, perspective, fairness, justice, innovation, influence, system, diversity, conflict, values, beliefs, evidence
- In reading:
  - Summary, inference, *figurative language*, theme, characterization, author’s purpose, fallacy, interpretation, *audience*, *context*, *point of view*
- In writing:
  - *conventions*, organization, topic, transitions, language, support, reasoning, synthesis, *thesis*, *point of view*, *context*, *audience*

### Generalizations

**My students will Understand that...**

#### Factual

- 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).
- 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)

#### Guiding Questions

- 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?
- How do you select a topic for writing (RWC10-GR.8-S.3-GLE.2-E0.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

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th>Key Skills:</th>
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<tbody>
<tr>
<td><strong>My students will Know...</strong></td>
<td><strong>My students will be able to (Do)...</strong></td>
</tr>
<tr>
<td>Figurative language and word choice influences a reader’s relationship to the text (RWC10-GR.8-S.2-GLE.3-EO.b.i-iii)</td>
<td>Present claims and findings (RWC10-GR.8-S.1-GLE.2-EO.a).</td>
</tr>
<tr>
<td>What is a words’ connotation? (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii)</td>
<td>Read for credibility and bias in authors (RWC10-GR.8-S.2-GLE.2-RA.2).</td>
</tr>
<tr>
<td>What is a word’s denotation? What is figurative language (idioms, metaphors, similes, etc.)?</td>
<td>Analyze how a text makes connections among and distinctions between individuals (RWC10-GR.8-S.2-GLE.1-EO.a.iii).</td>
</tr>
<tr>
<td>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)</td>
<td>Determine the connotation and denotation of words as they are used in a text (RWC10-GR.8-S.2-GLE.2-EO.b.i).</td>
</tr>
<tr>
<td>What is meant by the term “societal norms” (RWC10-GR.8-S.2-GLE.3-EO.a.vi-vii)</td>
<td>Recognize that there are multiple points of view on the same topic (RWC10-GR.8-S.2-GLE.3-N.1).</td>
</tr>
<tr>
<td>What are personal beliefs and values? What does it mean to be biased?</td>
<td>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).</td>
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<td></td>
<td>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).</td>
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<td></td>
<td>Connect prior knowledge to new information (RWC10-GR.8-S.3-GLE.2-N.1).</td>
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<td>Practice and review reasoning to determine if it is reliable (RWC10-GR.8-S.3-GLE.3-RA.3).</td>
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<td>Determine strengths and weaknesses of their thinking and thinking of others (RWC10-GR.8-S.4-GLE.2-EO.b).</td>
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<td>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).</td>
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<td>Develop and share interpretations of literary works (RWC10-GR.8-S.2-GLE.1-EO.c).</td>
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<td>Read and comprehend grade level texts of various genres (RWC10-GR.8-S.2-GLE.1-EO.d.).</td>
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Authors of the Sample: Carrie Coats (Delta Co. 50(J)); Courtney Luce (Greeley 6); Erica Riley (Clear Creek RE: 1)

8th Grade, Reading, Writing, and Communicating

Complete Sample Curriculum – Posted: February 15, 2013
**Curriculum Development Overview**
**Unit Planning for 8th Grade Reading, Writing, and Communicating**

**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."

A student in ___________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

"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."

**Academic Vocabulary:**
- Interpretation
- connection
- perspective
- relationship
- synthesis
- analyze
- values
- beliefs
- support
- context
- construct
- justice
- evidence

**Technical Vocabulary:**
- Audience
- transitions
- conventions
- tone
- mood
- Greek/Latin roots
### Curriculum Development Overview

#### Unit Planning for 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Focusing Lens(es)</th>
<th>Length of Unit</th>
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<tr>
<td></td>
<td>Persuasion/Intent</td>
<td>9 weeks</td>
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<table>
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<tr>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
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<tbody>
<tr>
<td>RWC10-GR.8-S.1-GLE.1</td>
</tr>
<tr>
<td>RWC10-GR.8-S.2-GLE.1</td>
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<tr>
<td>RWC10-GR.8-S.2-GLE.2</td>
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<td>RWC10-GR.8-S.3-GLE.3</td>
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<tr>
<td>RWC10-GR.8-S.4-GLE.1</td>
</tr>
<tr>
<td>RWC10-GR.8-S.4-GLE.2</td>
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<tr>
<td>RWC10-GR.8-S.4-GLE.3</td>
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<table>
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<tr>
<th>Inquiry Questions (Engaging Debatable):</th>
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<tbody>
<tr>
<td>- Why is it important to critique an author’s credentials to understand intent (RWC10-GR.8-S.2-GLE.2-IQ.6)?</td>
</tr>
<tr>
<td>- Why do authors persuade readers (RWC10-GR.8-S.3-GLE.2-IQ.2)?</td>
</tr>
<tr>
<td>- What are common fallacies found in print and non-print? (RWC10-GR.8-S.4-GLE.2-IQ.4)</td>
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<th>Unit Strands Concepts</th>
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<td>Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning</td>
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<td>My students will Understand that...</td>
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| Factual |
| Guiding Questions |
| 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-E0.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-E0.a.i-xi).**

- How do you determine your audience (RWC10-GR.8-S.3-GLE.3-E0.d)?
- How do you choose an appropriate voice for your audience (RWC10-GR.8-S.3-GLE.3-E0.e)?

- Why is determining an audience essential in writing (RWC10-GR.8-S.3-GLE.2-E0.a.x)?
- Why does a writer use claims and reasoning to persuade an audience (RWC10-GR.8-S.3-GLE.2-E0.a.vi)?

**Readers use reasoning and evaluation to recognize a writer’s persuasive intent and methods (RWC10-GR.8-S.2-GLE.2-E0.b.i-iii) and (RWC10-GR.8-S.4-GLE.2-E0.a-d).**

- What does it mean to make an appeal?
- What do the terms ethos, pathos, logos mean? (RWC10-GR.8-S2-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)
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). 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) 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)

<table>
<thead>
<tr>
<th>Critical Content: My students will Know...</th>
<th>Key Skills: My students will be able to (Do)...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different mediums for presenting information (RWC10-GR.8-S.2-GLE.2-EO.c.i)</td>
<td>• Evaluate the advantages and disadvantages of using different mediums (RWC10-GR.8-S.2-GLE.2-EO.c.i)</td>
</tr>
<tr>
<td>• Elements of argumentation and claim structures (RWC10-GR.8-S.2-GLE.2-EO.c.ii).</td>
<td>• Delineate and evaluate an argument and specific claims in a text (RWC10-GR.8-S.2-GLE.2-EO.c.ii)</td>
</tr>
<tr>
<td>• Evidence or manifestations of author credibility (RWC10-GR.8-S.2-GLE.2-RA.2)</td>
<td>• Determine the credibility of an author (RWC10-GR.8-S.2-GLE.2-RA.2)</td>
</tr>
<tr>
<td>• Text structures used for argumentative/persuasive texts (RWC10-GR.8-S.3-GLE.2-EO.a.i-xi)</td>
<td>• 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-EO.a.ii)</td>
</tr>
<tr>
<td>• Rhetorical and reasoning strategies (RWC10-GR.8-S.4-GLE.3-IQ.1)</td>
<td>• Demonstrate a command of conventions through punctuation and spelling (RWC10-GR.8-S.3-GLE.3-EO.b-c)</td>
</tr>
<tr>
<td>• The importance and purpose of writing conventions (RWC10-GR.8-S.3-GLE.3-EO.b-c)</td>
<td>• Present claims and findings in a brief presentation using evidence and reasoning (RWC10-GR.8-S.3-GLE.2-EO.a)</td>
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<tr>
<td>• Presentation skills and techniques for delivering information (RWC10-GR.8-S.1-GLE.2-EO.a)</td>
<td>• Differentiate between valid and faulty generalizations (RWC10-GR.8-S.4-GLE.2-EO.d)</td>
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<tr>
<td>• What makes a generalization valid or faulty (RWC10-GR.8-S.4-GLE.2-EO.d)</td>
<td>• Evaluate online information to determine validity (RWC10-GR.8-S.4-GLE.2-RA.3)</td>
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<tr>
<td>• The evaluation process for determining validity of information (RWC10-GR.8-S.4-GLE.2)</td>
<td>• Prove reasoning is helpful when explaining an opinion (RWC10-GR.8-S.4-GLE.3-RA.4)</td>
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<td>• The purpose of valid reasoning (RWC10-GR.8-S.4-GLE.3-RA.4)</td>
<td>• 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)</td>
</tr>
</tbody>
</table>

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.”

A student in ___________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

“The intention of social media is to create a more connected society; however, the lack of face-to-face interaction makes this claim false.”

Academic Vocabulary: Subliminal, intention, thesis, conflict, interpretation, influence, interaction, relevancy, ascertain, cogent, claim/counterclaim, warrant, evaluate, demonstrate, determine

Technical Vocabulary: Appeals (ethos, pathos, logos), rhetorical techniques, style, diction

Authors of the Sample: Carrie Coats (Delta Co. 50(J)); Courtney Luce (Greeley 6); Erica Riley (Clear Creek RE: 1)
### Curriculum Development Overview

#### Unit Planning for 8th Grade Reading, Writing, and Communicating

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>A World without Borders</th>
<th>Length of Unit</th>
<th>9 weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Diversity</td>
<td><strong>Standards and Grade Level Expectations</strong></td>
<td>Addressed in this Unit</td>
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<tr>
<td><strong>Inquiry Questions (Engaging-Debatable):</strong></td>
<td>• How does the changing diversity of a nation impact how that nation views citizenship? (RWC10-GR.8-S.4-GLE 1)</td>
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<td></td>
<td>• How does research of the past influence our perspective of today?</td>
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<tr>
<td><strong>Unit Strands</strong></td>
<td>Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning</td>
<td></td>
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<tr>
<td><strong>Concepts</strong></td>
<td><strong>In content:</strong></td>
<td><strong>In reading:</strong></td>
<td><strong>In writing:</strong></td>
</tr>
<tr>
<td><strong>Generalizations</strong></td>
<td><strong>My students will Understand that...</strong></td>
<td><strong>Factual</strong></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td>Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals (RWC10-GR.8-S.2-GLE.1-RA.1).</td>
<td>What is a global society?</td>
<td>Do we need tolerance? Why or why not? How do our actions affect each other?</td>
<td></td>
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<tr>
<td>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).</td>
<td>What does it mean to be relevant?</td>
<td>Why is clear communication necessary in research? What makes an effective research project (RWC10-GR.8-S.4-GLE.1-IQ.1)?</td>
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</tr>
<tr>
<td>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).</td>
<td>What are verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)?</td>
<td>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)?</td>
<td></td>
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<tr>
<td>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).</td>
<td>What are non-verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)?</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

Authors of the Sample: Carrie Coats (Delta Co. 50(I)); Courtney Luce (Greeley 6); Erica Riley (Clear Creek RE: 1)
### Critical Content:

**My students will Know...**

- 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)

### Key Skills:

**My students will be able to (Do)...**

- 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-iii).
- 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.4-GLE.3-EO.a.iv) and (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).

### 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.”

**A student in ________________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

**“Martin Luther King’s I have a Dream Speech shows that verbal and non-verbal communication are equally important in formal speech delivery.”**

**Academic Vocabulary:** Tolerance, diversity, speech, multimedia, justification, research, ethical and unethical, interview, delineate, enunciation, posture, tone, claims, gesturing, synthesis

**Technical Vocabulary:** Allusions, allegories