

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)

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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"> • 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). • Identify the three common reasons for communication: information, persuasion and entertainment • Create media messages for different purposes • Explain how the purpose of a message shapes the message; how different media change a message to fit their particular structure • Manipulate a message in order to communicate in different media formats • Recognize various techniques of persuasion used in advertising • Analyze the use of different mediums to present various topics or ideas and considering the author’s purpose • Determine the best medium to present various topics or ideas • Differentiate between point of view, bias, fact, and opinion • Distinguish between news story, news analysis, editorial, and opinion pieces <ul style="list-style-type: none"> ○ Identify editorializing • Use grade level appropriate academic language in their presentation and research project (RWC10-GR.8-S.2-GLE.3-EO.c). • Expand vocabulary knowledge • Learn 300 selected vocabulary words • Conduct a research project to answer a question (RWC10-GR.8-S.4-GLE.1-EO.a) • Generate questions in order to conduct a short research project • Use several sources, including sources on the Internet, to explore the topic and answer the questions • 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). • Gather relevant information from multiple print and digital sources <ul style="list-style-type: none"> ○ Use an Internet search engine to find relevant information • Assess the credibility and accuracy of sources • Use standard bibliographic format to cite sources

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- Differentiate between primary and secondary source materials
- Given a topic, identify possible primary and secondary source materials
- Format footnotes and endnotes using standard guidelines
 - Use footnotes and endnotes in Word 2007
- Use standard bibliographic format to document sources and create a bibliography
- Generate questions in order to conduct a short research project
- Use several sources, including sources on the Internet, to explore the topic and answer the questions
- Differentiate between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i)
- Paraphrase short pieces of writing or comments
- Use direct quotations in writing
- Differentiate between paraphrasing and using direct quotations in a report
- 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).
- Use and follow group and class norms for participating in a discussion or one-on-one conversation
- Use active listening strategies
- Use appropriate gestures, facial expressions, and body language to convey interest, respect, and level of understanding and agreement
- Write an informative/explanatory essay
 - Use an informative/explanatory graphic organizer
 - Select a relevant topic and write a clear topic sentence
 - Organize ideas and concepts, combining similar ideas or concepts where appropriate
 - Develop the topic, using relevant details, facts, and other information
 - Use appropriate and varied transitions
 - Use precise language to explain the topic or inform the reader
 - Write a concluding statement or section that follows from and supports the information or explanation
 - Write an informative/explanatory SCR (or 100 word text)

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	<ul style="list-style-type: none"> ○ Write an informative/explanatory ECR (or 400 word text) ● Identify what it means to write in a formal style as opposed to informal writing such as texting Establish and maintain a formal style ● 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) ● Use structural clues to construct meaning of words and passages ● Use other context clues to construct meaning of words and passages <ul style="list-style-type: none"> ○ Identify and use antonym and synonym context clues ○ Identify and use explanation context clues ● Use a word’s position or function in a sentence as a clue to the meaning of a word or phrase ● Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, prefixes, and suffixes ● Evaluate of a speaker’s claim (RWC10-GR.8-S.1-GLE.1-EO.c).
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<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>