

Rangely RE-4 Curriculum Development
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)?

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<p>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).</p>	<p>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)?</p>	<p>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)?</p>
<p>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).</p>	<p>What is diversity? (RWC10-GR.8-S.2-GLE.3-EO.vii). How is diversity portrayed in (text)?</p>	<p>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)</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 format for formal presentation (RWC10-GR.8-S.1-GLE.1-EO.a). <ul style="list-style-type: none"> ○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) <ul style="list-style-type: none"> ▪ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ▪ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) ▪ Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) ▪ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d) ▪ Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further 	<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). <ul style="list-style-type: none"> ○ Give a planned oral presentation to a specific audience for an intended purpose ○ Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect • Evaluate using different mediums for presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). <ul style="list-style-type: none"> ○ Provide and evaluation of the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7) PARCC ○ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8) PARCC <ul style="list-style-type: none"> ✓ Provides a delineation of the argument and specific claims in a text. (1) ✓ Provides an assessment of whether the reasoning of the argument is sound. (2) ✓ Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) ✓ Demonstrates recognition of when irrelevant evidence is introduced. (4)

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<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of the techniques used and information gained from the interview ▪ Give a planned oral presentation to a specific audience for an intended purpose ▪ Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect. • What mediums are used in presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii). <ul style="list-style-type: none"> ○ Provides an evaluation of the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7) PARCC ○ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8) PARCC <ul style="list-style-type: none"> ✓ Provides a delineation of the argument and specific claims in a text. (1) ✓ Provides an assessment of whether the reasoning of the argument is sound. (2) ✓ Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) ✓ Demonstrates recognition of when irrelevant evidence is introduced. (4) • Grade level academic and domain specific language for presentation or research topics (RWC10-GR.8-S.2-GLE.3-EO.c). <ul style="list-style-type: none"> ○ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6) PARCC • The components of a research project (RWC10-GR.8-S.4-GLE.1-EO.a). <ul style="list-style-type: none"> ○ Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7) PARCC <ul style="list-style-type: none"> ▪ Differentiate between paraphrasing and using direct quotes 	<ul style="list-style-type: none"> • Use grade level appropriate academic language in their presentation and research project (RWC10-GR.8-S.2-GLE.3-EO.c). <ul style="list-style-type: none"> ○ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6) PARCC • Conduct a research project to answer a question (RWC10-GR.8-S.4-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7) PARCC <ul style="list-style-type: none"> ▪ Differentiate between paraphrasing and using direct quotes in a report ▪ Organize and present research appropriately for audience and purpose ▪ Present findings • 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). <ul style="list-style-type: none"> ○ Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8) PARCC <ul style="list-style-type: none"> ▪ Differentiate between primary and secondary source materials ▪ Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources ▪ Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page • 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) (CCSS: W.8.9) <ul style="list-style-type: none"> ○ Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.a) ○ Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)
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<p>in a report</p> <ul style="list-style-type: none"> ▪ Organize and present research appropriately for audience and purpose ▪ Present findings <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> ○ Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8) PARCC ▪ Differentiate between primary and secondary source materials ▪ Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources ▪ Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page • 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"> ○ Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2) ○ Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further ○ Evaluate the effectiveness of the techniques used and information gained from the interview ○ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) PARCC ✓ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader 	<ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> ○ Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2) ○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) <ul style="list-style-type: none"> ▪ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ▪ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) ▪ Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) ▪ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d) ▪ Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further ▪ Evaluate the effectiveness of the techniques used and information gained from the interview ▪ Give a planned oral presentation to a specific audience for an intended purpose ▪ Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect ✎ Electronic presentation tools can be used to enhance oral presentations. ○ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) PARCC <ul style="list-style-type: none"> ✓ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ✓ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
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- categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
- ✓ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
 - ✓ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
 - ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
 - ✓ Establish and maintain a formal style. (CCSS: W.8.2e)
 - ✓ Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
 - Elaborate to give detail, add depth, and continue the flow of an idea

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PARCC Evidences Written Expression:

Development of Ideas

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁷ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

Organization

The student response demonstrates purposeful coherence, clarity, and cohesion⁸ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone⁹, and/or domain-specific vocabulary.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

- Delineate and evaluate a speaker’s claims in a speech (RWC10-GR.8-S.1-GLE.1-EO.c).
 - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)
- 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.iv, v)

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- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS: L.8.4b)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1) **PARCC**
 - ✓ Form and use verbs in the active and passive voice.
 - ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - ✓ Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) **PARCC**
 - ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - ✓ Use an ellipsis to indicate an omission.
 - ✓ Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) **PARCC**
 - ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS:L.8.5) **PARCC**
 - ✓ Interpret figures of speech (e.g. verbal irony, puns) in context.
 - ✓ Use the relationship between particular words to better understand each of the words.
 - ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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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>