

ROCKY FORD CURRICULUM GUIDE 2015-2016

SUBJECT: Reading/Writing/Comm

GRADE: 8

TIMELINE: 4th Quarter

Grade Level Expectation	Evidence Outcome	Student-Friendly Learning Objective	Level of Thinking	Resource Correlation	Academic Vocabulary
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<p>1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations</p>	<p>a. 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. I</p> <p style="padding-left: 20px;">v. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further I</p> <p style="padding-left: 20px;">vi. Evaluate the effectiveness of the techniques used and information gained from the interview M</p>	<p>We will identify a central idea and prepare questions for researching ideas.</p> <p>We will ask relevant interview questions for researching and developing ideas.</p> <p>We will evaluate how effective our interview techniques are and determine what information was gained from it.</p> <p>We will give a speech to our peers.</p>	<p>Comp</p> <p>Know</p> <p>Eval</p> <p>Synth</p>	<p>Group Discussion Language Network book Individual Interviews Oral Presentations</p>	<p>Collaboration Communication Clear-Expression Central Idea Questioning-Techniques Evaluate Pronunciation Enunciation Body-Language Gestures Purpose</p>
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	<p>vii. Give a planned oral presentation to a specific audience for an intended purpose C</p> <p>viii. Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect M</p>	<p>We will use clear enunciation, gestures, volume, pace, and language for our given task.</p>	Appl		
<p>1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations</p>	<p>b. 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. I</p>	<p>We will analyze the purpose of information from diverse media.</p> <p>We will evaluate the motives behind social, commercial, and political presentations.</p>	Analysis	<p>Group Interviews Language Network book Oral Presentations</p>	<p>Diverse Media Quantitative Motive Delivery</p>
<p>1. Communication skills and interviewing techniques are required</p>	<p>c. Delineate a speaker's argument and specific claims, evaluating the soundness of the</p>	<p>We will define a speaker's argument and claims.</p>	Eval	<p>Group Debate Language Network book Oral Presentations</p>	<p>Delineate Reasoning Relevant</p>

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to gather information and to develop and deliver oral presentations	reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. M	We will evaluate the reasoning of the evidence. We will determine the relevance of the evidence and identify irrelevant evidence when needed.			Irrelevant
2. A variety of response strategies clarifies meaning or messages	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. C	We will present a clear and cohesive speech. We will use a rubric to score appropriate public speaking skills.	Appl	Individual Speech Group Scoring	Salient Emphasize Validity Eye Contact Volume Pronunciation
2. A variety of response strategies clarifies meaning or messages	b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. M	We will integrate multimedia and visuals into our presentations. We will clarify information, strengthen claims, and add interest with our visuals and multimedia examples.	Synth	Online Resources SmartBoard lesson	Integrate Visual Display

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2. A variety of response strategies clarifies meaning or messages	c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. C	We will adjust our speech depending on the task at hand. We will demonstrate our knowledge of formal English when speaking.	Appl		Adaptation
1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	c. Use Integration of Knowledge and Ideas to: i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. M	We will analyze how a filmed or live production stays true to the script. We will evaluate the choices made by the directors or actors.	Analysis	<i>Whale Rider</i> in Literature book, pgs. 254-257 Group Discussions	Integrate Analyze
2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	c. Use Integration of Knowledge and Ideas to: i. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. M	We will evaluate the advantages and disadvantages of print and video for a given topic.	Eval	Literature book	Print Digital Text Video Multimedia

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	<p>ii. 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. M</p> <p>iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. M</p> <p>iv. Interpret and explain informational texts of personal interest M</p>	<p>We will define the argument and specific claims in a text.</p> <p>We will assess the evidence to decide whether it's relevant when introduced.</p> <p>We will analyze two or more texts with conflicting information on the same topic.</p> <p>We will identify disagreements in the text.</p> <p>We will interpret and explain informational texts of personal interest.</p>	<p>Eval</p> <p>Analysis</p> <p>Comp</p>	<p>Group Discussions Language Network book</p> <p>Information Text Literature book</p> <p>Literature book</p> <p>Informational text Literature text</p>	
<p>2. Quality comprehension and interpretation of informational and</p>	<p>d. Range of Reading and Level of Text Complexity</p> <p>i. By the end of the year, read and comprehend literary</p>	<p>We will read and comprehend 8th grade level</p>	<p>Comp</p>	<p>Literature book</p>	<p>Memoir Stereotype Syntax Comprehension</p>

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persuasive texts demand monitoring and self-assessment	nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. M	nonfiction literature by the end of the year.			Main Idea Skimming Scanning Speculate
1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality	a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C		Synth	Writing Process Personal Writing Language Network book	Writing Revise Edit Publish Focus Organization Chronology Foreshadowing Transitions Sequence Signal Shift Setting
	iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. M	We will use transitional words, phrases, and clauses to show sequence.	Appl	Language Network book	
	iv. Use precise words and phrases, relevant descriptive details, and	We will use transitional words, phrases, and clauses to show time frame shifts, and relationships between events.	Appl		Phrases Sensory-Language Idea Sentence-Structure Sequence Perception
		We will use exact words and phrases, descriptive	Appl	SmartBoard lesson Descriptive Writing	

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	structure, and descriptive details C xi. Use mentor text/authors to help craft appropriate technique M x. Provide a conclusion that follows from and reflects on the narrated experiences or events. C	We will use exemplars to develop writing techniques. We will provide a conclusion that reflects on experiences and events.	Synth	Group collaboration Personal Writing Personal Writing Writing Process	
3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document	f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. C	We will use the internet to produce writing assignments. We will use the internet to interact and plan with others.	Appl	Online Resources SmartBoard lesson Language Network book	Technology Publish Edit
1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	a. 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. C		Synth	Research Project Online Resources Literature book Language Network book Oral Presentations	Bibliography Periodical Relevant-Source Credible-Source Search Engine Paraphrase Quotations

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	i. Differentiate between paraphrasing and using direct quotes in a report M ii. Organize and present research appropriately for audience and purpose M iii. Present findings M	We will show the difference between paraphrasing and using direct quotes in our writing. We will organize our research information and give speeches to our peers. We will give speeches based on our research.	Comp Appl Appl		Present
1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	b. 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. C i. Differentiate between primary and secondary source materials C	We will identify primary and secondary sources.	Appl Comp	Research Project Online Sources Language Network book SmartBoard Lessons	Search Engine Credible-Sources Plagiarism Formatting Bibliography Footnotes Works Cited- Page

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	<p>ii. Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources M</p> <p>iii. Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page M</p>	<p>We will cite sources using the MLA or APA format.</p> <p>We will create a works cited page.</p> <p>We will include quotations, footnotes, and a works cited page in our papers.</p>	<p>Synth</p> <p>Synth</p>		
<p>1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures</p>	<p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research. C</p> <p>i. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events,</p>	<p>We will consider how fictional stories we read use themes, event patterns, and characters to draw specific effects.</p>	<p>Analysis</p> <p>Appl</p>	<p>Research Project Informational Text Language Network Literature book Novel Study (<u>The Shack</u>) Literature book</p>	<p>Evidence Analyze Reflecting Theme Characters Antagonist Protagonist Events</p>

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	<p>or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). C</p> <p>ii. Apply <i>grade 8 Reading standards</i> 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”). C</p>	<p>We will read and comprehend a variety of 8th grade nonfiction.</p>	<p>Appl</p>	<p>Literature book</p>	
<p>2. Common fallacies and errors occur in reasoning</p>	<p>a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking I</p>	<p>We will analyze our reasoning looking for errors.</p>	<p>Analysis</p>	<p>Group Collaboration Literature book Informational Text</p>	<p>Fallacy Points of View Implication Inference Assumptions</p>

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2. Common fallacies and errors occur in reasoning	b. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision I	We will determine the logic of our own thinking and the thinking of others.	Appl	Scored group discussions Language Network book (Oral Communication section)	Validity Generalizations Evaluation Depth Breadth Logic
2. Common fallacies and errors occur in reasoning	c. Identify common reasoning fallacies in print and non-printed sources M	We will identify common fallacies in print and non-printed sources.	Know	Literature book Informational text	Errors in Reasoning
2. Common fallacies and errors occur in reasoning	d. Differentiate between valid and faulty generalizations I	We will identify valid and faulty generalizations and differentiate between the two.	Comp	Literature book Informational text	Validity Faulty
3. Quality reasoning relies on supporting evidence in media	a. Take a position on an issue and support it using quality reasoning M	We will argue an issue and support it using reasoning.	Appl	Group debate Language Network (Oral Communication)	Logic Point of View Fairness Confrontation Reasoning
3. Quality reasoning relies on supporting evidence in media	b. Analyze own or others' appeal for purpose, question at issue, information, points of view,	We will analyze our own and others' reasoning.	Analysis	Group discussion Literature book Online Sources	Assumption Consequences Point of View Plea

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	implications and consequences, assumptions, and concepts M				
3. Quality reasoning relies on supporting evidence in media	c. Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision M	We will evaluate our own and others' appeal.	Eval	Group discussion Literature book Online sources	Appeal Accuracy Fairness Significance Depth Breadth Logic
3. Quality reasoning relies on supporting evidence in media	d. Use appropriate media to demonstrate reasoning and explain decisions in the creative process M	We will use different media to show reasoning and explain how we arrived at a given decision.	Appl	Online sources	Reasoning Supporting-Evidence