

Grade Eight

Tecumseh School District
Science Curriculum Map

Quarter 1

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
<p>Grade Band Theme: Order and Organization This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be described by simple principles. The principles are related to the properties or interactions within and between systems.</p> <p>Science Inquiry and Application</p> <p>During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</p> <ul style="list-style-type: none"> • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate mathematics, tools and techniques to gather data and information • Analyze and interpret data • Develop descriptions, models, explanations and predictions • Think critically and logically to connect evidence and explanations • Recognize and analyze alternative explanations • Recognize and analyze alternative explanations and predictions; and • Communicate scientific procedures and explanations 					
<p>Strand: Physical Science Topic: Force and Motion Forces between objects act when the objects are in direct contact or when they are not touching</p>	Differentiate between mass and weight				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
Strand: Life Science Topic: Species and Reproduction Diversity of species occurs through a gradual process over many generations. Fossil records provide evidence that changes have occurred in number and type of species.	When considering a specific trait of species, evaluate the effectiveness, in terms of survival and reproduction, of this trait if the species environment were to change				
Strand: Earth and Space Science Topic: Physical Earth A combination of constructive and destructive geologic processes formed Earth's surface	Be able to relate the hydrosphere to the lithosphere in terms of erosion events				
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text					
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas					
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text					
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone					
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					
CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.					
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take					
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text					
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence					
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others					
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research					
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts					
RST.6.8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions					
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.					
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.					
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic					
RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text					

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)					
RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text					
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic					
WHST.6-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.					
WHST.6-8.7 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					
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.					
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences					
WHST.6-8.0 Draw evidence from informational texts to support analysis reflection, and research.					

Quarter 2

Standard	Learning Targets	Intro	Teach	Assess	Vocabulary
<p>Earth and Space Science Physical Earth 1. The composition and properties of Earth's interior are identified by the behavior of seismic waves</p>	<p>Explain how (using the "Law of Universal Gravitation") and when (using models) our Earth formed</p> <p>Provide evidence of the composition (the make-up or ingredients) of Earth's interior (inside or guts).</p> <p>Identify the properties possessed by Earth's interior</p> <p>Explain what seismic waves are and how they behave</p> <p>Discuss the relationship between Earth's interior composition and seismic waves</p> <p>Discuss the relationship between Earth's interior properties and seismic waves</p> <p>Demonstrate the relationship of energy transfer, transformation, and convection currents within the mantle and crust</p>				<p>composition properties interior seismic waves convection current refraction reflection primary wave secondary wave</p>
<p>Earth and Space Science Physical Earth 2. Earth's crust consists of major and minor tectonic plates that move relative to each other</p>	<p>Discuss the theory of plate tectonics and support it with evidence</p> <p>Have an awareness of the major and minor tectonic plates.</p> <p>Explain how the major and minor tectonic plates move</p> <p>Identify the types of plate boundaries and their relative movements</p> <p>Determine the feature or event associated with each type of plate boundary</p>				<p>theory of plate tectonics major tectonic plate minor tectonic plate convection current convergent plate boundary divergent plate boundary transform fault boundary fault island arc hot spot</p>

<p>Earth and Space Science Physical Earth This topic focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. 3. A combination of constructive and destructive geologic processes formed Earth's surface.</p>	<p>Discuss how destructive and constructive geologic processes occur and can identify the features they leave behind</p> <p>Relate the hydrosphere to the lithosphere in terms of erosion events</p> <p>Use a variety of maps to determine the cause and effects of geologic features</p>				<p>erosion hydrosphere lithosphere glaciation deposition mass wasting topographic map discharge rates gradients velocity moraine outwash till erratic kettle esker cave sinkhole karst topography</p>
<p>Earth and Space Science Physical Earth This topic focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. 4. Evidence of the dynamic changes of Earth's surface through time is found in the geologic record</p>	<p>Know the age of the Earth</p> <p>Be able to identify how scientists determine the relative and absolute age of rocks and rock layers.</p> <p>Understand how uniformitarianism, the fossil record, and ice cores can be used to determine past environmental and climate conditions</p>				<p>uniformitarianism gradualism catastrophism paleontology relative age superposition cross cutting relationships index fossils absolute age radiometric dating BYA MYA unconformity geologic time scale</p>
<p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>					<p>inferences</p>

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas					
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text					
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.					
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole					
CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words					
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					delineate argument claims reasoning evidence
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently					informational texts
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take					
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence					
CCRA.W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience					
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach					
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others					
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research					

CCRA.W.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts					
REST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions					
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics					
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic					
RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text					
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)					
RST.6-8.8 Distinguish among facts, reasoned judgement based on research finding, and speculation in a text					
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension					

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes d. Use precise language and domain-specific vocabulary to inform about or explain the topic					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes e. Establish and maintain a formal style and objective tone					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes f. Provide a concluding statement or section that follows from and supports the information or explanation presented.					
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.					
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.					
WHST.6-8.9 Draw evidence from informational texts to support analysis reflections, and research.					
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

Quarter 3

Standard	Learning Targets	Intro	Continuation	Assesses	Vocabulary
<p>Physical Science Forces and Motion</p> <p>This topic focuses on the forces and motion within, on and around the Earth and within the universe.</p>					
<p>Forces between objects act when the objects are in direct contact or when they are not touching</p>	<ol style="list-style-type: none"> 1. Differentiate between mass and weight 2. Differentiate between "touch forces" and "no touch forces" 3. Use a "field model" to explain how two objects can exert forces on each other without touching 4. Describe the relationship between electrical charge and electrical force 5. When given a sample interaction between two objects that are not touching, identify the type of field between the two objects and predict the direction of force each object exerts on the other. 				<p style="text-align: center;"> mass weight gravity force field model magnetic field region of influence gravitational field electrical field action reaction work electrical charge electrical force electromagnet </p>

Forces have magnitude and direction	<ol style="list-style-type: none"> 1. Describe the motion of an object considering the vantage point of multiple observers 2. Interpret and draw a "force diagram" (free body diagram) labeling all forces acting on an object to better understand Newton's second law of motion 3. Demonstrate the inertia of an object using qualitative descriptions of the balanced forces action on the object to better understand Newton's first law of motion 4. Demonstrate a change in an objects motion using qualitative descriptions of the unbalanced forces action on the object. 				<ul style="list-style-type: none"> reference point net force magnitude vector inertia balanced forces unbalanced forces kinetic friction drag force diagram free body diagram
There are different types of potential energy	<ol style="list-style-type: none"> 1. Identify the five different types of energy 2. Use an energy bar graph to show the different types of potential energy at five different times for a stretched rubber band that is launched straight up in the air 3. Plan and implement an experiment to establish a relationship between mass, height, and gravitational potential energy. 4. Manipulate a simulation that will establish a relationship between the mass of an object and a spring from which it may hang (Hooke's Law) 				<ul style="list-style-type: none"> energy potential energy gravitational potential energy elastic potential energy chemical potential energy electrical potential energy magnetic potential energy
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text					
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
CCRA.R.3 Analyze how and why individuals, events or ideas develop and interact over the course of text					
CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words					

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently					
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach					
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others					
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research					
CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences					
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts					
RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions					
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks					
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.					
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic					

RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text					
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)					
RST.6-8.8 Distinguish among facts, reasoned judgement based on research finding, and speculation in a text.					
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic					
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed					
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently					
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences					
WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.					

Quarter 4

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
<p>Life Science This topic focuses on continuation of the species</p>					
<p>Diversity of species occurs through gradual processes over many generations. Fossil records provide evidence that changes have occurred in number and types of species</p>	<ol style="list-style-type: none"> 1. Classify a species according to the Linnaeus classification system using web resources 2. Identify the body plan and the anatomical terms of location of an organism 3. Understand the concept of species diversity 4. use the fossil record to infer changes in environmental conditions and species diversity 5. when considering a specific trait of species, evaluate the effectiveness, in terms of survival and reproduction, of this trait if the species environment were to change 6. Explain that extinction is a response to the inability to adapt to a rapid change in a species environment 				<p>classification bilateral body plan radial body plan asymmetrical body plan anterior ventral dorsal posterior biological diversity fossil record transitional form adaptation trait extinction</p>
<p>Reproduction is necessary for the continuation of every species</p>	<ol style="list-style-type: none"> 1. Understand that reproduction is the successful transfer of genetic information from one generation to the next, and that the ability to reproduce defines life 2. Understand that reproduction can occur sexually (two sets of genes mixing), and /or asexually (a transfer of identical genes to offspring), and that there are advantages and disadvantages to both. 3. Compare mitotic and meiotic cell division as they relate to the transfer of genetic material 4. Replicate the steps in mitosis and meiosis using a model 				<p>sexual reproduction asexual reproduction mitosis meiosis</p>

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
The characteristics of an organism are a result of inherited traits received from parent(s)	1. Describe how genes, chromosomes and inherited traits are connected. 2. Distinguish between dominant, recessive, and codominant traits 3. Summarize the work of Gregor Mendel 4. Demonstrate Mendel's Law of Segregation and the Law of Independent Assortment in a variety of organisms. 5. Establish relationships between genotypes and phenotypes for specific traits in organisms.				genes chromosomes alleles DNA Law of Segregation Law of Independent Assortment genotype phenotype offspring Punnett square pedigree
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text					
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas					
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text					
CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words					
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.					
RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.					
RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions					
RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics					
RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic					
RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text					
RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)					
RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text					
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic					
RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently					
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence					
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content					
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach					
CCRA.W.6 use technology, including the Internet, to produce and publish writing and to interact and collaborate with others					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation					
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism					
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research					
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences					
WHST.6-8.1 Write arguments focused on discipline-specific content					
WHST.6-8.1 Write arguments focused on discipline-specific content a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically					
WHST.6-8.1 Write arguments focused on discipline-specific content b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources					
WHST.6-8.1 Write arguments focused on discipline-specific content c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.					
WHST.6-8.1 Write arguments focused on discipline-specific content d. Establish and maintain a formal style					
WHST.6-8.1 Write arguments focused on discipline-specific content e. Provide a concluding statement or section that follows from and supports the argument presented					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes d. Use precise language and domain-specific vocabulary to inform about or explain the topic					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes e. Establish and maintain a formal style and objective tone					
WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes f. Provide a concluding statement or section that follows from and supports the information or explanation presented					
WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences					
WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience					
WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed					
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently					
WHST.6-8.7 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					
WHST.6-8.8 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					