

CURRICULUM MAP

Course Title: 6-8 grade Science Writing

UNIT/ORGANIZING PRINCIPLE: Writing in science

PACING: throughout the year

UNIT NUMBER: incorporated into various units

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>Write arguments focused on discipline-specific content.</p>	<p>-I can introduce a 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.</p> <p>-I can support a claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>-I can use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>

	<p>-I can establish and maintain a formal style.</p> <p>-I can provide a concluding statement or section that follows from and supports the argument presented</p>			
<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>-I can 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.</p> <p>-I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>-I can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>

	<p>-I can use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>- I can establish and maintain a formal style and objective tone.</p> <p>- I can provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>-I can produce clear and coherent writing in which the development is appropriate to the task, purpose and audience.</p> <p>-I can produce clear and coherent writing in which the organization is appropriate to the task, purpose and audience.</p> <p>-I can produce clear and coherent writing in which the style is appropriate to the task, purpose and audience.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		

<p>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.</p>	<p>-I can develop and strengthen writing by: Planning, Revising, Editing, Rewriting, or Trying a new approach</p> <p>-I can develop and strengthen writing by focusing on how well purpose and audience have been addressed.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>
<p>Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>-I can use technology to produce and publish writing.</p> <p>-I can use technology to present relationships between information and ideas clearly and efficiently.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>

<p>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.</p>	<p>-I can conduct short research projects to answer a question while... **Drawing on several sources, and Generating additional related, focused questions that allow for multiple avenues of exploration</p>	<p>Self rubrics Teacher rubrics Research project</p>		<p>Research project Teacher provide activities Computers Encyclopedias Science books Magazines</p>
<p>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</p>	<p>-I can gather relevant information from multiple print and digital sources. -I can use search terms effectively. -I can assess the credibility and accuracy of each source. -I can quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p>	<p>Self rubrics Teacher rubrics Research project</p>		<p>Research project Teacher provide activities Computers Encyclopedias Science books Magazines</p>

<p>avoiding plagiarism and following a standard format for citation.</p>	<p>-I can follow a standard format for citation.</p>			
<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>-I can draw evidence from informational texts to support analysis.</p> <p>-I can draw evidence from informational texts to support reflection.</p> <p>-I can draw evidence from informational texts to support research</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>
<p>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.)</p>	<p>-I can write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences.</p>	<p>Self rubrics</p> <p>Teacher rubrics</p> <p>Research project</p>		<p>Research project</p> <p>Teacher provide activities</p> <p>Computers</p> <p>Encyclopedias</p> <p>Science books</p> <p>Magazines</p>

