

Strand: Comprehension and Collaboration			
<b>Standard 1:</b> 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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>○ I can follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>○ I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>○ I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Explicitly</li> <li>• Evidence</li> <li>• Probe</li> <li>• Reflect</li> <li>• Collegial</li> <li>• Roles</li> <li>• Elaboration</li> <li>• Details</li> <li>• Reflection</li> <li>• Paraphrasing</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<b>Standard 2:</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.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can interpret information in visual media.</li> <li>○ I can interpret quantitative data.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Interpret</li> <li>• Diverse</li> <li>• Media</li> <li>• Format</li> <li>• Visual</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

Strand: Comprehension and Collaboration			
<ul style="list-style-type: none"> <li>○ I can interpret information that others tell me.</li> <li>○ I can explain how the information I see and hear contributes to a topic.</li> <li>○ I can explain how the information I see and hear contributes to a text.</li> <li>○ I can explain how the information I see and hear contributes to an issue I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Oral</li> <li>• Contributes</li> </ul>		
<p><b>Standard 3:</b> 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.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can delineate a speaker’s argument.</li> <li>○ I can pick out a speaker’s claims.</li> </ul> <p>I can distinguish between claims that are supported by reason and evidence and those that aren’t.</p>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Delineate</li> <li>• Argument</li> <li>• Claim</li> <li>• Distinguish</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

Strand: Presentation of Knowledge and Ideas			
<p><b>Standard 4:</b> 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.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can present claims and findings.</li> <li>○ I can sequence ideas logically.</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Claims</li> <li>• Findings</li> <li>• Sequencing</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

Strand: Presentation of Knowledge and Ideas			
<ul style="list-style-type: none"> <li>○ I can use pertinent descriptions, facts and details to make my point.</li> <li>○ I can accentuate main ideas and themes in my presentation.</li> <li>○ I can use appropriate eye contact, volume, and pronunciation when I present.</li> </ul>	<ul style="list-style-type: none"> <li>● Pertinent</li> <li>● Accentuate</li> </ul>		
<p><b>Standard 5:</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can include graphic material in presentations to clarify information.</li> <li>○ I can include images in presentations to clarify information.</li> <li>○ I can include sound in presentations to clarify information.</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Components</li> <li>● Graphics</li> <li>● Clarify</li> </ul>	<p style="text-align: center;"><b>Question Stems</b></p>	<p style="text-align: center;"><b>Possible Assessments</b></p>
<p><b>Standard 6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p style="text-align: center;"><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can adapt my speech to a variety of contexts.</li> <li>○ I can adapt my speech to a variety of tasks.</li> </ul>	<p style="text-align: center;"><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Adapt</li> <li>● Context</li> </ul>	<p style="text-align: center;"><b>Question Stems</b></p>	<p style="text-align: center;"><b>Possible Assessments</b></p>