

# Jefferson City Public Schools–Curriculum

**SUBJECT:**   Middle School  

**COURSE:**   EER  

**STRAND:**   Seeking Answers/Research  

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) <b><u>Reading</u></b>  Compare, contrast and analyze new information</p> <p><b>Performance:</b> 1.7  <b>Knowledge:</b> (CA) 3  <b>CAGLE:</b> R.3.Cd  <b>NETS:</b> (6-8) 5  <b>DOK:</b> 3</p>	<ul style="list-style-type: none"> <li>• Scoring guide</li> <li>• Create classification chart - assessed using a checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Venn diagram</li> <li>• Modeling</li> <li>• Graphs, charts</li> </ul>
<p>(B) <b><u>Writing</u></b>  Follow a writing process to:</p> <ol style="list-style-type: none"> <li>use appropriate prewriting strategies</li> <li>generate a draft</li> <li>reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice work (W2A, W2B, W2C, W2D)</li> <li>edit</li> <li>publish writing</li> </ol> <p><b>Performance:</b> 1.8, 2.1, 2.2  <b>Knowledge:</b> (CA) 1,4  <b>CAGLE:</b> W.1.A  <b>NETS:</b> N/A  <b>DOK:</b> N/A</p>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> </ul>

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<p>(C) <b>Writing</b> Follow a writing process to:</p> <ul style="list-style-type: none"> <li>a. use appropriate prewriting strategies</li> <li>b. generate a draft</li> <li>c. reread, revise for an audience and purpose</li> </ul> <p><b>Performance: 1.8, 2.1, 2.2</b>  <b>Knowledge: (CA) 1,4</b>  <b>CAGLE: W.1.A</b>  <b>NETS: N/A</b>  <b>DOK: 4</b></p>	Scoring guideline for preliminary drafts	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Consulting resource books</li> <li>• Collaborative learning exercise with a peer</li> </ul>
<p>(D) <b>Writing</b> Compose text:</p> <ul style="list-style-type: none"> <li>a. major theme or question to attempt to answer</li> <li>b. relevant specific details</li> </ul> <p><b>Performance: 1.6, 2.2</b>  <b>Knowledge: (CA) 4</b>  <b>CAGLE: W.2.A</b>  <b>NETS: N/A</b>  <b>DOK: 4</b></p>	<ul style="list-style-type: none"> <li>• Scoring guide</li> <li>• Checklist for supporting details</li> <li>• Write a cohesive paragraph and paper - assessed using a checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Peer evaluation with checklist</li> <li>• Topic sentences</li> <li>• Mini lessons</li> <li>• Paragraphs</li> <li>• Paper blue print</li> <li>• Graphic organizers</li> </ul>
<p>(E) <b>Writing</b> Compose text with:</p> <ul style="list-style-type: none"> <li>• a clear beginning, middle and end</li> <li>• logical sequence</li> <li>• supporting paragraphs</li> <li>• variety of sentence structures</li> </ul> <p><b>Performance: 1.6, 2.2</b>  <b>Knowledge: (CA) 1,4</b>  <b>CAGLE: W.2.C</b>  <b>NETS: N/A</b>  <b>DOK: N/A</b></p>	<ul style="list-style-type: none"> <li>• Conference with instructor</li> <li>• Scoring guides and objectives</li> <li>• Well written 5 paragraph paper - assessed using a checklist</li> </ul>	<p>Mini lessons on:</p> <ul style="list-style-type: none"> <li>• intro and conclusions</li> <li>• summarizing</li> <li>• paragraphing and transition words</li> <li>• sentence variety</li> <li>• prewriting outline</li> </ul>

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<p>(F) <b>Writing</b>            Compose text:</p> <ul style="list-style-type: none"> <li>ideas and content, organization and sentence structure, and word choice (W2A, W2B, W2C, W2D)</li> <li>edit for convention (W2E)</li> <li>publish writing</li> </ul> <p><b>Performance: 1.8, 2.1, 2.2</b>  <b>Knowledge: (CA) 1,4</b>  <b>CAGLE: W.1.A</b>  <b>NETS: N/A</b>  <b>DOK: 3,4</b></p>	<p>Completed paper with scoring guide</p>	<ul style="list-style-type: none"> <li>Use graphic organizers for prewriting</li> <li>Individual consultation about paper with scoring guides</li> </ul>
<p>(G) <b>Listening and Speaking</b>            In discussions and presentations:</p> <ul style="list-style-type: none"> <li>speak clearly and stay on topic</li> <li>use appropriate volume, tone of voice, rate of speech, fluency, inflections, and eye contact</li> </ul> <p><b>Performance: 2.1, 2.3</b>  <b>Knowledge: (CA) 1,6</b>  <b>CAGLE: LS.2.A</b>  <b>NETS: N/A</b>  <b>DOK: 3</b></p>	<p>Scoring guide</p>	<ul style="list-style-type: none"> <li>Practice presentation with peers</li> <li>Video taping for practice</li> <li>View examples of acceptable presentations</li> <li>Modeling</li> </ul>
<p>(H) <b>Information Literacy</b>            Locate and use multiple resources to:</p> <ul style="list-style-type: none"> <li>acquire relevant information</li> <li>evaluate reliability of information</li> <li>fulfill research plan</li> </ul> <p><b>Performance: 1.2, 1.4, 1.7</b>  <b>Knowledge: (CA) 2,3</b>  <b>CAGLE: IL.1.B</b>  <b>NETS: (6-8) 2,3,8</b>  <b>DOK: 4</b></p>	<ul style="list-style-type: none"> <li>Checklist</li> <li>Final research paper with scoring guide</li> </ul>	<p>Mini lesson on types of sources (primary/secondary)</p>

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<p>(I) <b><u>Listening and Speaking</u></b>  In discussions and presentations, use:</p> <ul style="list-style-type: none"> <li>designated time constraints</li> <li>media</li> <li>visual product presentation</li> </ul> <p><b>Performance: 2.1, 2.3, 4.6</b>  <b>Knowledge: (CA) 1,6</b>  <b>CAGLE: LS.2.A</b>  <b>NETS: N/A</b>  <b>DOK: (6-8) 8</b></p>	<ul style="list-style-type: none"> <li>Scoring guide</li> <li>Oral presentation - assessed using a checklist</li> </ul>	<p>Model lessons:</p> <ul style="list-style-type: none"> <li>how to give oral presentations</li> <li>peer evaluation</li> <li>structured questions</li> </ul>
<p>(J) <b><u>Information Literacy</u></b>  Record relevant information using a variety of note taking and organizational strategies</p> <p><b>Performance: 1.2, 1.8</b>  <b>Knowledge: (CA) 2-4</b>  <b>CAGLE: IL.1.C</b>  <b>NETS: N/A</b>  <b>DOK: 2</b></p>	<ul style="list-style-type: none"> <li>Scoring guide for note cards</li> <li>Outlines - assessed using a checklist</li> <li>Discussion with instructor</li> </ul>	<ul style="list-style-type: none"> <li>Modeling</li> <li>Mini discussions: <ul style="list-style-type: none"> <li>summarizing</li> <li>outlining</li> <li>paraphrasing</li> <li>finding the main idea</li> <li>staying on topic</li> </ul> </li> </ul>
<p>(K) <b><u>Information Literacy</u></b>  Define “plagiarism” and document research sources</p> <p><b>Performance: 1.4, 1.7</b>  <b>Knowledge: (CA) 4</b>  <b>CAGLE: IL.1.D</b>  <b>NETS: N/A</b>  <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>Scoring guide for bibliography</li> <li>Check off list</li> </ul>	<p>Mini lessons:</p> <ul style="list-style-type: none"> <li>citing sources</li> <li>hand out examples (MLA)</li> </ul>
<p>(L) <b><u>Information Literacy</u></b>  Develop a research plan with assistance, to guide investigation and research</p> <p><b>Performance: 1.1, 1.4, 4.5</b>  <b>Knowledge: (CA) 2,3</b>  <b>CAGLE: IL.1.A</b>  <b>NETS: N/A</b>  <b>DOK: N/A</b></p>	<ul style="list-style-type: none"> <li>Scoring guide</li> <li>Observation</li> </ul>	<p>Cross-curricular research topic</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(M) <b><u>Information Literacy</u></b>  Locate and use primary and secondary sources to:</p> <ul style="list-style-type: none"> <li>• investigate research topics</li> <li>• acquire relevant information</li> <li>• evaluate reliability of information</li> </ul> <p><b>Performance: 1.2, 1.4, 1.7</b>  <b>Knowledge: (CA) 2,3</b>  <b>CAGLE: IL.1.B</b>  <b>NETS: (6-8) 5</b>  <b>DOK: 3</b></p>	<p>Student presentation of:</p> <ul style="list-style-type: none"> <li>• primary sources - assessed using a check list</li> <li>• secondary sources - assessed using a check list</li> </ul>	<p>Mini lessons and guided instruction on locating and using primary and secondary sources</p>
<p>(N) <b><u>Information Literacy</u></b>  Document research sources using a given citation format</p> <p><b>Performance: 1.4, 1.7, 1.8, 2.3, 4.4</b>  <b>Knowledge: (CA) 4</b>  <b>CAGLE: IL.1.D</b>  <b>NETS: N/A</b>  <b>DOK: 3</b></p>	<p>Completion of MLA format within the:</p> <ul style="list-style-type: none"> <li>• research paper - assessed using a scoring guide</li> <li>• note taking - assessed using a check list</li> <li>• outline - assessed using a check list</li> <li>• work cited - assessed using a check list</li> </ul>	<p>Mini lessons and guided instruction on MLA format</p>