

Ohio Content Standards: Be³ Smart



Grade Eight - Science Model Curriculum Ohio Department of Education

Grade Band Theme: Order and Organization

All Lessons in the program apply to the Science Inquiry and Application standards.

Science Inquiry and Application

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:

- *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 and predications; and*
- *Communicate scientific procedures and explanations.*

No specific energy efficiency content standards.

Ohio Content Standards: Be³ Smart

Grade Eight - Social Studies Model Curriculum Ohio Department of Education

No specific energy efficiency content standards.

Ohio Content Standards: Be³ Smart

Grade Eight - Mathematics Model Curriculum Ohio Department of Education

No specific energy efficiency content standards.

Ohio Content Standards: Be³ Smart

Grade Eight - English Language Arts Model Curriculum Ohio Department of Education

Strand	Reading: Informational Text	page 11
Topic	Key Ideas and Details	
Standard Statement	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Content Elaboration	The focus of this standard, Key Ideas and Details, is the understanding and analysis of text. The distinguishing of textual evidence is important in the analysis (separating text into parts for individual study) of informational text. The reader is looking for the evidence (either directly stated or inferred) that helps the author convey the intended message to the audience.	
Lessons	All lessons – resources and support materials	

Strand	Reading: Informational Text page 13
Topic	Craft and Structure
Standard Statement	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
Content Elaboration	The focus of this topic, Craft and Structure, is the understanding that an author’s word choice is meant to influence, persuade and stir the reader’s feeling about a topic, as well as to provide clarity and to support the meaning of the text.
Lessons	All lessons – resources and support materials

Strand	Reading: Informational Text page 17
Topic	Range of Reading and Level of Text Complexity
Standard Statement	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Content Elaboration	Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.
Lessons	All lessons – resources and support materials

Strand	Writing page 19
Topic	Text Types and Purposes
Standard Statement	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among</p>

	<p>ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
Content Elaboration	The focus of this topic, Text Types and Purposes, is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence and detail while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details and/or statistics and should be presented logically so that writers can clarify relationships between and among ideas.
Lessons	All lesson journals

Strand	Language	page 32
Topic	Conventions of Standard English	
Standard Statement	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	
Content Elaboration	The focus of this topic, Conventions of Standards English, is the understanding that knowing and using writing conventions and grammatical structures help students communicate clearly and concisely.	
Lessons	All lessons and journals	

Strand	Language	page 34
Topic	Knowledge of Language	
Standard Statement	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	
Content Elaboration	The focus of this topic, Knowledge of Language, is that knowledge of language conventions are understood and applied in oral, auditory, written or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style (the author's distinctive manner of expression) and tone (the author's attitude toward his or her subject).	

Lessons	All lessons and journals
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Strand	Language	page 36
Topic	Vocabulary Acquisition and Use	
Standard Statement	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Content Elaboration	The focus of this topic, Vocabulary Acquisition and Use , is the understanding that a reader’s recognition and understanding of an author’s choice of words is crucial for comprehension of text.	
Lessons	All lessons and journals	