

Grade 8

INQUIRY AND DESIGN THINKING 1

Connect

- 1 Revises the topic as needed to arrive at a manageable topic for a given research situation 1.1

Wonder

- 2 Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison) 1.2

Investigate

- 3 Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources 1.3
- 4 Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information 1.4
- 5 Evaluates the accuracy, authority, validity, perspective, and bias of sources and information 1.5
- 6 Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information 1.6
- 7 Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details 1.7
- 8 Recognizes that own point of view influences the interpretation of information 1.8
- 9 Identifies misconceptions and revises ideas as new information is gained 1.9
- 10 Provides evidence for logical inferences based on both the explicit and implicit meaning of text 1.10
- 11 Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted 1.11

Construct

- 12 Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning 1.12

Express

- 13 Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims 1.13
- 14 Creates products for authentic reasons and audiences 1.14
- 15 Cites all sources used according to local style formats 1.15

Reflect

- 16 Reflects on own emotional and intellectual experience through the process of inquiry 1.16

Design Thinking

- 17 Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model 1.17

MULTIPLE LITERACIES 2

2 MULTIPLE LITERACIES 2

Participates in literary discussions, special literary programs, and book clubs 2.1

- 1 Participates in literary discussions, special literary programs, and book clubs 2.1

Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) 2.2

- 2 Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) 2.2

Matches language of presentation with audience, purpose, complexity of the content, and intended impact 2.3

- 3 Matches language of presentation with audience, purpose, complexity of the content, and intended impact 2.3

SOCIAL AND CIVIC RESPONSIBILITY 3

3 SOCIAL AND CIVIC RESPONSIBILITY 3

Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) 3.1

1 Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) 3.1

Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit 3.2

2 Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit 3.2

Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences 3.3

3 Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences 3.3

Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) 3.4

4 Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) 3.4

Observes Internet safety procedures, including safeguarding personal information and equipment 3.5

5 Observes Internet safety procedures, including safeguarding personal information and equipment 3.5

PERSONAL GROWTH AND AGENCY 4

4 PERSONAL GROWTH AND AGENCY 4

Explores opportunities to prepare for the future, including higher education, career

1 Explores opportunities to prepare for the future, including higher education, career training, vocational training 4.1

**training, vocational
training** 4.1

Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] 4.2

2 Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] 4.2

Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making] 4.3

3 Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making] 4.3