

# Peer Pressure Unit Standards Key

## Grade 8 Ages 14-16

### COMMON CORE STANDARDS ([www.corestandards.org](http://www.corestandards.org))

#### 1. Reading: Literature

CCSS.ELA-Literacy.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### 2. Reading: Informational Texts

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### 3. Writing

CCSS.ELA-Literacy.W.8.1: Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.7: 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. CCSS.ELA-Literacy.W.8.8: 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 avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 4. Speaking & Listening

CCSS.ELA-Literacy.SL.8.1: 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.

CCSS.ELA-Literacy.SL.8.2: 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.

CCSS.ELA-Literacy.SL.8.4: 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.

CCSS.ELA-Literacy.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### 5. Language

CCSS.ELA-Literacy.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### COLORADO P-12 ACADEMIC STANDARDS <http://www.cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>

#### 1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health

Grade Level Expectation (GLE): 2. Internal and external factors influence mental and emotional health

Evidence Outcome (EO): Students can:

c. Describe strategies to minimize negative influences on mental and emotional health Inquiry Question (IQ): 2. How can I avoid negative peer pressure that goes against my personal values?

#### 2. Reading, Writing and Communicating

Standard 1: Oral Expression and Listening

Grade Level Expectation (GLE): 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations

Evidence Outcomes (EO): Students can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

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

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Grade Level Expectation (GLE): 2. A variety of response strategies clarifies meaning or messages Evidence Outcomes (EO): Students can:

a. 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

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

d. Paraphrase speaker's meaning

e. Ask questions to clarify inferences

Standard 2: Reading for all Purposes

Grade Level Expectation (GLE): 1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment.

Evidence Outcomes (EO): Students can:

a. Use key ideas and details to:

i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

iii. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

Standard 3: Writing and Composition

Grade Level Expectation (GLE): 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes

and evaluated for quality

Evidence Outcomes (EO): Students can:

a. Write arguments to support claims with clear reasons and relevant evidence

b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Standard 4: Research and Reasoning

Grade Level Expectation (GLE): 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures

Evidence Outcomes (EO): Students can:

a. 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

b. 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 avoiding plagiarism and following a standard format for citation

### 3. Social Studies

Standard 4: Civics

Grade Level Expectation (GLE): 1. Analyze elements of continuity and change in the United States government and the role of citizens over time

Evidence Outcomes (EO): Students can:

f. Examine ways citizens may effectively voice opinions, monitor govern-

ment, and bring about change nationally

### 4. Science

Standard 1: Physical Science

Grade Level Expectation (GLE): 1. Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion

Evidence Outcomes (EO): Students can:

a. Predict and evaluate the movement of an object by examining the forces applied to it

### OTHER STANDARDS MET

1. 21st Century Skills ([www.p21.org](http://www.p21.org))

Learning and Innovation Skills

a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems

b. Communicate clearly and collaborate with others

c. Creativity and Innovation – Think creatively and work creatively with others

Life and Career Skills

a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners

b. Social and Cross-Cultural Skills – Interact effectively with others

c. Responsibility – Be responsible to others

2. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

Self-awareness: Egg And Bottle, Peer Pressure, Ways to Respond to Peer Pressure, Real Time Response, Facing Tough Situations Book Report

Social awareness: Standing Up for the

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Rights of Others Research Project

Self-management: Egg And Bottle,  
Peer Pressure, Ways to Respond to  
Peer Pressure, Real Time Response,  
Facing Tough Situations Book Report

Responsible decision making: Egg And  
Bottle, Peer Pressure, Ways to Respond  
to Peer Pressure, Real Time Response,  
Facing Tough Situations Book Report