

**8TH GRADE LANGUAGE ARTS
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

(TO USE THE ONLINE ESSAY SCORER LOGON TO MY.HRW.COM AND CREATE AN ACCOUNT USING THE ISBN # FROM YOUR TEACHERS EDITION READING BOOK)

Title: Language **Time Frame: 1st Nine Weeks**
Noun
Verb
Adjective
Prepositions
Narrative Writing and Speaking: Audience/ Purpose/Prewriting
Communication
Media

Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>How do we use the English Language appropriately to speak and write?</i> <i>In what ways is correct usage critical to communication in speaking and writing?</i> <i>How can knowledge of the different parts of speech improve our writing?</i>	Elements of Language Second Course <i>Noun</i> TE p. 345-350 TE p. 401-403 TE p. 405-406 <i>Prepositions</i> TE p. 386 TE p. 416 <i>Adjective</i> TE p. 358-362	Elements of Language Second Course GUM workbook Noun {26-30,72-75, 76-77} Prepositions {57-59, 88-93} Adjective {36-38,79-80} Verb {47-53, 153-155,	✓ 0801.1.1 Know and use appropriately the meaning, forms, and functions of nouns (e.g., predicate nouns, appositives), verbs (e.g., agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives, verb phrases, consistency in verb tense, regular and irregular verb forms, correct use of both	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints

TE p. 407

Verb

TE p. 371-379

TE p. 475-486

TE p. 506-525

158-163, 180-189, 190-193}

simple and perfect tenses, proper use of active and passive voice, subjunctive mood), **adjectives** (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses) and **prepositions** (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).

- ✓ **0801.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome word pairs {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise,

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[Skillswise Grammar](#)

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[Brainpop](#)
[United Streaming](#)
[Thinkfinity](#)
[Nettrekker](#)

				stationary/stationery, where/were, which/that/who}).	
<p>GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0801.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p> <p>GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0801.2.6 Deliver</p>	<p><i>How does writing make thinking visible and clarify understanding?</i></p> <p><i>How does the writing process refine skills, increase confidence, and shape insight?</i></p> <p><i>How do organization / structure affect meaning in narrative writing?</i></p> <p><i>To what extent is descriptive writing necessary and used in society?</i></p>	<p>Elements of Language Second Course</p> <p>Writing a Narrative Essay TE p. 27-44</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template_tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p> <p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm</p>	<p>✓ 0801.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.</p> <p>✓ 0801.3.4 Develop focused, appropriate, and interesting topics for writing.</p> <p>✓ 0801.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).</p> <p>✓ 0801.3.13 Incorporate some variety of syntactic structures for effect when appropriate (e.g.,</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Culture • Individuals, groups, and interactions

effective oral presentations.

modifying phrases, parenthetical expressions).

- ✓ **0801.3.14** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- ✓ **0801.3.15** Use language that conveys the writer's point of view.
- ✓ **0801.2.1** Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.
- ✓ **0801.2.8** Begin to analyze the ways in which the style and structure of a speech support or confound its meaning and purpose.
- ✓ **0801.2.17** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.

**8TH GRADE LANGUAGE ARTS
2ND NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Language **Time Frame: 2nd Nine Weeks**
Pronoun
Adverb
Conjunction
Interjection
Punctuation
Expository Writing and Speaking: Audience/ Purpose/Speech
Communication
Media

Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>Why do we punctuate? What if we didn't have punctuation marks?</i> <i>Why is the use of quotation marks important in our writing?</i>	Elements of Language Second Course <i>Pronoun</i> TE p. 351-356 TE p. 493 TE p. 536-547 <i>Adverb</i> TE p. 381-384 TE p. 419 <i>Conjunction/ Interjection</i> TE p. 389-391	Elements of Language Second Course GUM workbook Pronoun {31-35, 164-170, 203-211} Adverb {54-56} Conjunction/ Interjection {60-62} Punctuation {Ch. 23: 278-280, 281-289, 290-292; Ch. 24: 302-304,	✓ 0801.1.1 Know and use appropriately the meaning, forms, and functions of pronouns (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement) combine words, conjunctions (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements), and	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games

Punctuation
Ch. 23 TE p. 629-654
Ch. 24 TE p. 660-680

305-309,310-313, 316-317}

interjections

- ✓ **0801.1.4** Demonstrate the correct use of **commas** (e.g., after introductory words, phrases or clauses; setting off appositives and interrupters; before coordinating conjunction joining independent clauses to form compound sentences), **colons** (e.g., in business letters, before a list of items in a series, before a long or formal quotation), **semicolons** (e.g., combining sentences, between items in a series when the items already contain commas, before conjunctive adverbs), **underlining and italicizing** (e.g., titles; certain words, letters, figures; foreign words), **quotation marks** (e.g., with direct quotations, to set off dialogue, in titles, correct use with end marks), **apostrophes** (e.g., to form both singular and plural possessives), **hyphens**, and **end marks**.

[Skillswise Grammar](#)

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GLE 0801.2.3 Identify the thesis and main points of a speech.

Why is good sentence construction integral to the writing process?

GLE 0801.2.4 Analyze the structure of a speech.

How do effective writers hook and hold readers and make writing easy to follow?

GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.

How can I use transitions to help my story flow more smoothly?

GLE 0801.3.2 Employ a variety of prewriting strategies.

How does informative writing allow us to educate others and society?

GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0801.3.4 Refine strategies for editing and revising written work.

Expository Writing
“Explaining a Process”
TE p. 58-71

http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm

[Pre-writing Strategies
http://www.thinkport.org/Technology/template_tp](http://www.thinkport.org/Technology/template_tp)

[Story Mapping
http://www.readwritethink.org/materials/storymap/index.html](http://www.readwritethink.org/materials/storymap/index.html)

[Transitions
http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm](http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm)

✓ **0801.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.

✓ **0801.2.7** Identify and analyze the structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

✓ **0801.2.10** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

✓ **0801.2.13** Logically arrange ideas and group related ideas in ways that enhance a topic.

✓ **0801.2.14** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas

Social Studies:

- History
- Economics
- Governance & Civics

Science:

- Physical
- Earth & Space

(e.g., use listing words such as *first*, *in addition*, *but*, and *however*).

- ✓ **0801.3.3** Create work-related texts, such as instructions, directions, letters, memos, reports, and emails that employ the following techniques:
 - Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.
 - Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
 - Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.
 - Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
 - Use accurate and accessible vocabulary to

convey meaning.

- Provide accurate and relevant support for the main points in the text.
 - Follow customary formats (e.g., Use salutation, closing, and signature for business letters, and format for memos).
 - Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
 - Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.
- ✓ **0801.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- ✓ **0801.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g.,

problem-solution, with order of steps necessary indicated in the solution).

- ✓ **0801.3.17** Generate notes on text, and identify main and supporting ideas.
- ✓ **0801.3.18** Edit writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
- ✓ **0801.3.19** Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.

**8TH GRADE LANGUAGE ARTS
3RD NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Language **Time Frame: 3rd Nine Weeks**

Sentence Structure

Types of Phrases and Clauses

Capitalization

Using Modifiers

Persuasive Writing and Speaking: Audience/ Purpose/Writing

Media

Communication

Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
<p>GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0801.1.3 Understand and use correctly a variety of sentence structures.</p>	<p><i>How do the types of sentences improve writing fluency?</i></p>	<p>Elements of Language Second Course</p> <p>Ch. 16 TE 459-467</p> <p>Ch. 15 TE 439-450</p> <p>Ch. 20 TE p. 556-573</p> <p>Ch. 22 TE p. 604-624</p>	<p>Elements of Language Second Course GUM workbook</p> <p>Ch. 16 { 139-141, 142-145 }</p> <p>Ch. 15 { 119-122, 123-125, 126-128, 129-131 }</p> <p>Ch. 20 { 220-222, 223-228, 229, 230-233 }</p> <p>Ch. 22 { 256-262, 263-265, 263-269 }</p>	<p>✓ 0801.1.3 Use capitalization correctly (e.g., titles, business letters, quotations, proper nouns and adjectives).</p> <p>✓ 0801.1.6 Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., using correct punctuation, forming separate sentences, using coordinating or subordinating clauses) and sentence fragments (e.g.,</p>	<p>Online Essay Scorer</p> <p>Airliner/Notebook Activities</p> <p>Smart Language Arts</p> <p>Smart Lessons</p> <p>English PowerPoints</p> <p>Jc-schools PowerPoints</p> <p>Grammar Games</p>

				<p>supplying the missing sentence elements).</p> <ul style="list-style-type: none"> ✓ 0801.1.7 Distinguish between clauses (adjective, adverb, noun) and phrases (adjective, adverb, appositive, infinitive, prepositional, verb, verbal {including gerunds and participles}). ✓ 0801.1.8 Differentiate between independent and subordinate clauses. ✓ 0801.1.9 Recognize and differentiate among simple, compound, and complex sentences. 	<p>Skillswise Grammar</p> <p><u>County Funded Resources</u></p> <p>Brainpop United Streaming Thinkfinity Nettrekker</p>
<p>GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0801.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an</p>	<p><i>How do writers communicate purposefully and clearly with various audiences?</i></p> <p><i>How do we determine which persuasive techniques will be most effective?</i></p> <p><i>How does audience and purpose affect our persuasive strategies?</i></p>	<p>Elements of Language Support and Practice "Persuasive Essay" TE p. 212-228</p> <p>Communications TE p. 127-130</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template_tp</p> <p>Story Mapping http://www.readwritethink.org/materials/story_map/index.html</p>	<ul style="list-style-type: none"> ✓ 0801.3.2 Practice writing to expository prompts within a specified time. ✓ 0801.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose. ✓ 0801.3.10 Use appropriate vocabulary, sentence structure, and usage to distinguish between formal 	<p>Social Studies:</p> <ul style="list-style-type: none"> • Governance & Civics • History • Economics • Individuals, groups, & interactions

<p>introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>			<p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm</p>	<p>and informal language.</p> <ul style="list-style-type: none"> ✓ 0801.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose. ✓ 0801.3.12 Use correct sentence structures that are appropriate for audience and purpose. ✓ 0801.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one’s own writing and the writing of others. ✓ 0801.3.21 Use relatively basic software programs (e.g., Word PowerPoint) to write texts and create graphics to present ideas visually and in writing. 	
<p>GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a</p>	<p><i>What skills are necessary to give and seek information in conversations, in group discussions, and in oral</i></p>	<p>Elements of Language Second Course “Create a Brochure” TE p. 250-267</p>		<ul style="list-style-type: none"> ✓ 0801.2.5 Construct a summary and a paraphrase of a speech. ✓ 0801.2.9 Listen actively in 	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Geography • Culture

variety of oral contexts.

GLE 0801.2.7

Participate in work teams and group discussions.

GLE 0801.4.1 Define and narrow a problem or research topic.

presentations?

What questioning techniques are most effective to gain information?

Communication TE
158-163

group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

- ✓ **0801.2.11** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.
- ✓ **0801.2.12** Use an organizational pattern appropriate for a topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
- ✓ **0801.2.18** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret

literature, solve a problem, make a decision) by adhering to the following:

- **0801.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.
- **0801.4.2** Take and organize notes on what is known and what needs to be researched about the topic.
- **0801.4.3** Focus on relevant information and/or theories.

**8TH GRADE LANGUAGE ARTS
4TH NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009**

Title: Language
Research
Usage Review
Correcting Common Errors
Spelling
Media
Communication

Time Frame: 4th Nine Weeks

Academic Vocabulary: Currently under revision and will be available at a later date.

Grade/Course Level Expectations (GLE/CLE)	Essential Question	Common Experience	Resources	Checks for Understanding (CFU)	Integrations/Connections
GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).	<i>Why do we use different styles of English at different times?</i>	Elements of Language Second Course Ch. 21 TE p. 582-598 Ch. 25 TE p. 687-698 Ch. 26 TE 717-749	Elements of Language Second Course GUM workbook Ch. 21 {243-247} Ch. 25 {327-342, 343-347} Ch. 26 {356-386}	*Review of all CFU's	Online Essay Scorer Airliner/Notebook Activities Smart Language Arts Smart Lessons English PowerPoints Jc-schools PowerPoints Grammar Games Skillswise Grammar County Funded

					<u>Resources</u> Brainpop United Streaming Thinkfinity Nettrekker
<p>GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0801.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing</p>	<p><i>Why do opinions in writing need to have supporting facts and information?</i></p> <p><i>How is style controlled by such mechanisms as voice, syntax, diction, point of view and mood?</i></p>	<p>Elements of Language Second Course A Research Report TE 169-197</p>	<p>http://www.essaystart.com/Step_by_Step_Guide/topic_Selection.htm</p> <p>Pre-writing Strategies http://www.thinkport.org/Technology/template_tp</p> <p>Story Mapping http://www.readwritethink.org/materials/storymap/index.html</p> <p>Transitions http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm</p> <p>United Streaming {Evaluating Sources 8:46}</p>	<p>✓ 0801.2.3 Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.</p> <p>✓ 0801.2.4 Paraphrase accurately ideas and information presented orally by others.</p> <p>✓ 0801.2.6 Construct a critique of a speech.</p> <p>✓ 0801.2.8 Begin to analyze the ways in which the style and structure of a speech support or confound its meaning and purpose.</p> <p>✓ 0801.2.15 Provide an effective conclusion that reinforces the focus of</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> • History • Economics • Culture • Governance & Civics <p>Science:</p> <ul style="list-style-type: none"> • Life • Physical • Earth & Space

and revising written work.

GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.

What are indicators when researching, that a source is a valid or invalid source?

Why is it critical to develop a research plan prior to beginning to write?

What determines the accuracy, validity, and reliability of information?

How do I avoid plagiarism?

the presentation.

- ✓ **0801.2.16** Explore effective rhetorical devices such as rhetorical questions and anecdotes to engage an audience, repetition to reinforce ideas, and analogies to convey complex ideas.
- ✓ **0801.3.6** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- ✓ **0801.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
- ✓ **0801.3.12** Use correct sentence structures that are appropriate for audience and purpose.
- ✓ **0801.3.16** When other sources are used or referenced (such as in research, informational

essays, or literary essays) adhere to the following:

- Acknowledge source material (e.g., list sources).
 - Understand the differences between/among quoting, paraphrasing, and summarizing.
 - Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **0801.3.22** Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).
- **0801.4.4** Distinguish between primary and secondary sources, defining the characteristics of each

and evaluating each for their benefits and limitations.

- **0801.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- **0801.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- **0801.4.7** Identify the characteristics and limitations of source material.
- **0801.4.8** Provide relevant research information to develop and support a complicated topic.
- **0801.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic

- **0801.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- **0801.4.11** Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- **0801.4.12** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.
- **0801.4.13** Connect more complicated ideas using a variety of transition strategies.
- **0801.4.14** Create an effective organizing structure based on research information

(e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).

- **0801.4.15** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.
- **0801.4.16** Acknowledge source material using a predetermined standard format (e.g., APA, MLA).
- **0801.4.17** Understand the differences among quoting, paraphrasing, and summarizing.
- **0801.4.18** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- **0801.4.19** Embed graphics with good

accuracy and some skill, when appropriate.

- **0801.4.20** Following a standard format and appropriate technology, embed text graphics, including a title, a contents page, numbered pages, and a bibliography.
- **0801.4.21** Include graphics and illustrative material effectively to support research ideas in the text.