

# 8th Grade ELA

## Quarter 3: Human Spirit



### ESSENTIAL QUESTION

### BIG IDEAS

**How can a person's point of view impact their understanding of themselves, others, and the world around them?**

- Students find and use credible evidence to support ideas.
- Students identify and analyze point of view.
- Students compare and make connections between texts.

### GUIDING QUESTIONS

#### Content

- What role does an author's point of view or purpose serve in a text? RI.8.6
- How does an author acknowledge and respond to conflicting evidence or viewpoints?
- What makes information credible, relevant and accurate?

#### Process

- How do I determine different points of view and their impacts on a text?
- How do I determine the credibility and relevance of sources?

#### Reflective

- How can different points of view impact a text or a reader's understanding of it? RL.8.6
- Why is the credibility of a source important?

### FOCUS STANDARDS

#### Reading: Literature

- **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.
- **RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### Reading: Informational

- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

#### Writing

- **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.
- **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.
- **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## SUPPORTING RESOURCES

Pearson Common Core Literature Textbook 2015  
 Pearson EasyBridge Online Textbook  
 Writing Coach

\*See approved novel list related to Policy 4600.

## SOCIAL-EMOTIONAL SKILLS

### SOCIAL-AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

## TECHNOLOGY SKILLS

**ISTE 2.a.** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

**ISTE 2.b.** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

**ISTE 2.c.** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

**ISTE 2.d.** manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online.

**ISTE 6.a.** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**ISTE 6.b.** Students create original works or responsibly repurpose or remix digital resources into new creations.

**ISTE 6.c.** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

**ISTE 6.d.** Students publish or present content that customizes the message and medium for their intended audiences.

**ISTE 7.a.** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

**ISTE 7.b.** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

**ISTE 7.c.** contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

**ISTE 7.d.** explore local and global issues and use collaborative technology.

## KEY LEARNING EXPERIENCES

- Students will demonstrate how point of view can inform texts, either their own or others'
- Students will demonstrate an awareness of text credibility and proper citation to avoid plagiarism
- Students will engage in research, presentations and group activities.