8th Grade ELA

Quarter 4: Change

ESSENTIAL QUESTION	BIG IDEAS
How can we adapt to change in order to better understand and impact the world around us?	- Students can analyze two texts and determine the difference between fact and interpretation. - Students understand how audience and purpose can influence a writer and text. - Students present clearly and coherently, adhering to expectations of voice, eye contact, etc.

GUIDING QUESTIONS

Content
- What makes a text "high quality?" RL 8.13
- What makes a claim and its supports clear, coherent, and relevant? W.8.1, RI.8.8
- How do audience and purpose affect a writer's approach to a text? W 8.12

Process
- How can I integrate multimedia and visual displays to strengthen a presentation? SL.8.5
- How can I make sense of conflicting texts? RL 8.9
- How do I develop a clear and effective argument? W.8.1, RI.8.8

Reflective
- How does the presentation of information demonstrate the media's purpose? SL.8.2
- What elements make a presentation focused and coherent? SL 8.4

FOCUS STANDARDS

Reading: Literature
- **RL.8.13** Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.

Reading: Informational
- **RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing
- **W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.12** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- **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.
- **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.
- **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

RESPONSIBLE DECISION MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

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

ISTE 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

ISTE 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

ISTE 4.c. Students develop, test and refine prototypes as part of a cyclical design process.

ISTE 4.d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

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.

KEY LEARNING EXPERIENCES

- Students will research and develop an argument.
- Students will evaluate arguments.
- Students will create and deliver an effective presentation to an audience.
- Students will reflect and reveal their understanding of texts.
- Students will engage in research, presentations and group activities.