



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT English

COURSE Connections, Grade 8

## **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Connections, Grade 8

**Department:** English

| Board Approval | Supervisor   | Notes                                 |
|----------------|--------------|---------------------------------------|
| August 2018    | Ian Schwartz | Born On - (first version)             |
| August 2019    | Ian Schwartz | Review                                |
| August 2022    | Ian Schwartz | Alignment to Standards                |
| August 2024    | Ian Schwartz | Updated to include New State Mandates |

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| Township of Ocean Pacing Guide |                              |      |                                 |
|--------------------------------|------------------------------|------|---------------------------------|
| Week                           | Unit                         | Week | Unit                            |
| 1                              | The Teenage Brain            | 11   | Developing Our Own Happiness    |
| 2                              | The Teenage Brain            | 12   | Developing Our Own Happiness    |
| 3                              | The Teenage Brain            | 13   | Personal vs. Cultural Happiness |
| 4                              | The Teenage Brain            | 14   | Personal vs. Cultural Happiness |
| 5                              | The Science of Happiness     | 15   | Personal vs. Cultural Happiness |
| 6                              | The Science of Happiness     | 16   | Personal vs. Cultural Happiness |
| 7                              | The Science of Happiness     | 17   | <i>Tuesdays with Morrie</i>     |
| 8                              | The Science of Happiness     | 18   | <i>Tuesdays with Morrie</i>     |
| 9                              | Developing Our Own Happiness | 19   | <i>Tuesdays with Morrie</i>     |
| 10                             | Developing Our Own Happiness | 20   | <i>Tuesdays with Morrie</i>     |

### Core Instructional & Supplemental Materials including various levels of Texts

- **Newsela** – Differentiated resource for informational texts for advanced/struggling students
- IMC Databases: Ebsco Host
- **Scholastic Choices** - Differentiated resource for informational texts for advanced/struggling students
- TED Talks – [www.TED.com](http://www.TED.com)
- [NJ Climate Change Educational Resources\\*](#)
- YouTube videos
- *Tuesdays with Morrie*
- CommonLit.org
- Project Happiness
- Coursera- videos/online lectures

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- [NJ Climate Change Educational Resources](#)\*
- [NJ Diversity, Equity, and Inclusion Educational Resources](#)\*\*

\* NJ Climate Change Education

\*\*NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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| Time Frame                                                                                                                                                                                                                                                                                                             | 4 Weeks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Topic                                                                                                                                                                                                                                                                                                                  |         |
| The Teenage Brain                                                                                                                                                                                                                                                                                                      |         |
| Alignment to Standards                                                                                                                                                                                                                                                                                                 |         |
| <b>English Language Arts</b>                                                                                                                                                                                                                                                                                           |         |
| <b>RI.CR.8.1</b> Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. |         |
| <b>SL.PE.8.1</b> 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.                                                                           |         |
| A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                             |         |
| B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                              |         |
| C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.                                                                                                                                                             |         |
| D. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                         |         |
| <b>SL.II.8.2.</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. CC                                                                                          |         |
| <b>SL.ES.8.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.                                                                                                  |         |
| <b>SL.UM.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.                                                                                                                                                                |         |
| <b>L.SS.8.1.</b> Demonstrate command of the system and structure of the English language when writing or speaking.                                                                                                                                                                                                     |         |
| A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.                                                                                                                                                                                          |         |
| B. Form and use verbs in the active and passive voice.                                                                                                                                                                                                                                                                 |         |
| C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.                                                                                                                                                                                                                 |         |
| D. Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                                                                                                  |         |
| E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.                                                                                                                                                                                                                                               |         |

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F. Use an ellipsis to indicate an omission.

G. Recognize spelling conventions.

**L.KL.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.VL.8.3.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Analyze the impact of specific word choices on meaning and tone.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Learning Objectives and Activities

**SWBAT** answer the following questions:

- What behaviors, habits, and thought patterns help people to experience happiness?
- What coping strategies can help me with my most unpleasant moods?
- What is the brain's reward circuit, and why does it push you to take risks?
- Why does fitting in feel so important during adolescence?
- How are teens and adults brains different, and how can teens take care of their brains?

**SWBAT** demonstrate understanding of the following:

- How the adolescent brain is not fully developed -impact of drugs, alcohol, lack of sleep, overuse of technology; impact of BCD - blaming, complaining, defending; maintaining positive mental health
- Explain the science behind adolescent brain development and identify healthy ways to deal with emotional changes.

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- Identify key differences between teen and adult brains
- Distinguish fact from myth about teen brains
- Read about how teens can take care of their brains.

### **Learning Activities:**

- *The Mind Explained* - The Teenage Brain S2E2 (Netflix)
- Ninja Mastery - Emotional Management - Lesson 6 (Project Happiness)
- Empathy - Lesson 7 (Project Happiness)
- So Similar - Lesson 8 (Project Happiness)
- *Choices Magazine* (open book quiz, "Guide to the Teen Brain" diagram)
- Teen Brain (digital poster)
- Project that shows 2 ways that decisions could lead teens in different directions
- **Brainpop**- "The Brain"
- **EdPuzzle**- "The Brain"

### Assessments

#### **Formative:**

- Happiness Action Plan/ Growth Plan
- Journal / Blog
- open book quizzes
- "Guide to the Teen Brain" (diagram)
- Teen Brain (digital poster)
- **Brainpop**- The Brain
- **EdPuzzle**- The Brain

**Summative: Happiness Collage-** Students will make a digital collage of things that make them happy. They will also need to label and explain each item.

#### **Alternative:**

- Teacher observation of class/digital discussions
- Kahoot!/digital platform assessments

### Interdisciplinary Connections

#### **"Guide to the Teen Brain"**

**2.3.8.PS.6:** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

**2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

**2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

**2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that control





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vision, sleep, coordination, reaction time, judgment, and memory.

**2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

### Career Readiness, Life Literacies, and Key Skills

#### Ninja Mastery-Project Happiness

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

### Technology Integration

#### The Teen Brain- digital poster

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

### Career Education

#### Happiness Collage

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP11.** Use technology to enhance productivity.

Time Frame

4 Weeks

### Topic

#### The Science of Happiness

### Alignment to Standards

#### English Language Arts

**RI.CI.8.2** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.CT.8.8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on

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the same topic and identify where the texts disagree on matters of fact or interpretation.

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**W.IW.8.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc. ) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**W.WP.8.4** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**W.WR.8.5** 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.

**W.SE.8.6** 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. CC

**SL.II.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. CC

**SL.ES.8.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL.PI.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.

Learning Objectives and Activities

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**SWBAT** answer the following questions:

- What brings **short term happiness**?
- What brings **long term happiness**?
- Which is **most important**?
- How can we change the neural pathways of our brain to become happier?

**SWBAT** demonstrate understanding of the following:

- 90 percent of happiness is based on our inner environment
- Happiness can be sustained and even increased by various factors
- Happiness and well being are affected by our use of the earth's resources
- The roles of neurotransmitters in the subjective experience of happiness and other emotional states.

### **Learning Activities:**

- Long vs. Short Term Happiness - Lesson 1 (*Project Happiness*)
- **PERMA**
- Synthetic Vs. Natural Happiness (Dan Gilbert TED talk)-questions to accompany
- **EdPuzzle**-Happiness
- Research the 4 Happiness neurotransmitters in the brain

### Assessments

#### **Formative:**

- **PERMA**- Google SlideShow
- Synthetic vs. Natural Happiness- TED Talk and questions to accompany
- **EdPuzzle**- "Happiness"
- **YouTube**- "7 Habits of Happy People" w/chart
- **Happiness and the Earth**- students will examine the earth's resources and how they contribute to our happiness (*Project Happiness*)

**Summative: Happiness Vacation**- Students will design an amusement park or plan a vacation based on the brain and happiness.

#### **Alternative:**

- Teacher observation of class discussions
- Jamboard
- Portfolio of topics addressed

### Interdisciplinary Connections

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### **PERMA**

**2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health

**2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

### Career Readiness, Life Literacies, and Key Skills

#### **Happiness and the Earth**

**9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

**9.4.8.CT.1:** Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

**9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

### Technology Integration

#### **Happiness Vacation**

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

### Career Education

#### **Synthetic vs. Natural Happiness**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.





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| <b>Time Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>4 weeks</b> |
| <b>Topic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
| <b>Developing Our Own Happiness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
| <b>Alignment to Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |
| <p><b>English Language Arts</b></p> <p><b>RI.CR.8.1</b> Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p><b>RI.CI.8.2</b> Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.CT.8.8.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>W.IW.8.2</b> Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc. ) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p> <p><b>W.WP.8.4</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p> <p><b>W.WR.8.5</b> 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.</p> <p><b>W.SE.8.6</b> Gather relevant information from multiple print and digital sources, using search</p> |                |

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B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F. Use an ellipsis to indicate an omission.

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C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### Learning Objectives and Activities

**SWBAT** answer the following questions:

- What is the difference between gratitude (feeling grateful for something/someone) and appreciation (recognition and enjoyment of the good qualities of someone/something)?
- How can teens practice expressing and receiving gratitude and appreciation through written and verbal communication?

**SWBAT** demonstrate understanding of the following

- There are connections between gratitude and what is happening in the brain
- There are numerous benefits of gratitude in everyday life

### **Learning Activities:**

- Passions & Strengths - \* Lesson 3 (*Project Happiness*)
- Appreciation - Lesson 2 (*Project Happiness*)
- Letter of Gratitude
- Gratitude One pager- write and illustrate
- Happiness Mandala
- Power of Perspective - Lesson 4 (*Project Happiness*)
- Inner Meanie/Inner Friend - Lesson 5 (*Project Happiness*)
- *The Mind Explained* - "Mindfulness" Netflix
- Arthur Brooks and Oprah (view the CBS interview and respond to questions)
- Manifesting Happiness (Google slides presentation)
- Various articles on gratitude and gratitude quotes

### Assessments

**Summative: Manifesting Happiness** (Google slides presentation)

### **Formative:**

- Letter of gratitude
- Gratitude Mandala
- Gratitude-one page-write and illustrate
- *The Mind Explained*- view the episode and complete questions
- Read various article re: Gratitude
- CBS interview w/Oprah and Arthur Brooks re: Happiness and complete discussion questions

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- **EdPuzzle**- “Gratitude”

### **Alternative:**

- Self-Assessments and Reflections
- Observation of class/online discussion
- Compose journal entries re: gratitude
- Alphabet of Gratitude- think of something that begins with each letter of the alphabet expressing gratitude

### Interdisciplinary Connections

#### **Gratitude Mandala**

**2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

**2.1.8.EH.1:** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

**2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health

**1.2.8.Cr1a:** Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice

**1.2.8.Cr3a:** Experiment with and implement multiple approaches that integrate content and stylistic conventions.

**1.2.8.Cr3b:** Communicate an intentional purpose and meaning utilizing varying point of view and perspective.

### Career Readiness, Life Literacies, and Key Skills

#### **The Mind Explained**

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### Technology Integration

#### **Manifesting Happiness**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

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## **SPARTAN MISSION:**

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DEPARTMENT English

COURSE Connections, Grade 8

### Career Education

#### **Letter of Gratitude**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

| Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4 weeks |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| Personal vs. Cultural Happiness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| <p><b>RI.CR.8.1</b> Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p><b>RI.CI.8.2</b> Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.CT.8.8.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>W.IW.8.2</b> Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc. ) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/ grade-level-specific vocabulary to inform about or</p> |         |

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DEPARTMENT English

COURSE Connections, Grade 8

explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**W.WP.8.4** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**W.WR.8.5** 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.

**W.SE.8.6** 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. CC

**SL.PE.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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

D. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.II.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. CC

**SL.ES.8.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

**L.SS.8.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

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COURSE Connections, Grade 8

- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.
- L.KL.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (

### Learning Objectives and Activities

**SWBAT** answer the following questions:

- What is the concept of the Hedonic treadmill and its relationship to achieving happiness?
- What are the negative messages of social media, and how do they prevent long term happiness in youth?

**SWBAT** demonstrate understanding of the following:

- The happiest countries in the world and the factors that contribute to their happiness
- Respect and appreciation for diversity

**Learning Activities:**

- Social Media & Digital Influences
- Memoir Writing (Happiest moment, lesson for happiness, realization in life)
- The Happiest Places/ Comparison to our culture- research countries, complete chart, and make slideshow
- Happiness and The Hedonic Treadmill
- *Happy* Documentary
- *The Pursuit of Happiness*- view film and complete study guide questions
- "Lemonade Person" slideshow

### Assessments

**Summative:**

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DEPARTMENT English

COURSE Connections, Grade 8

- Happiest Countries-research countries, complete study guide and compose Google Slideshow

### Formative:

- Study guide re: *Pursuit of Happyness* film
- Happiness and the Hedonic Treadmill
- *Happy* Documentary
- "Lemonade Person" slideshow

**Benchmark: Project Happiness Week**-Using what students have learned in the course, they will design a (virtual) Happiness Week for their school. Each day will have a different theme, and students will be responsible for designing activities for each day and explaining how each connects to the lessons on happiness they have learned throughout the semester.

### Alternative:

- Memoir writing
- Observation of class discussions

## Interdisciplinary Connections

### Project Happiness Week

**2.1.8.PGD.1:** Explain how appropriate health care can promote personal health.

**2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

**2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. Relationships are influenced by a wide variety of factors, individuals, and behaviors.

**2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships

**2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

## Career Readiness, Life Literacies, and Key Skills

### Happiest Countries Project

**9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active

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DEPARTMENT English

COURSE Connections, Grade 8

discussions to achieve a group goal.

### Technology Integration

#### Lemonade Person

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

### Career Education

#### Happiness and the Hedonic Treadmill

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**Time Frame**

**4 weeks**

Topic

***Tuesdays with Morrie***

Alignment to Standards

#### English Language Arts

**RL.CR.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**RL.CI.8.2.** Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.IT.8.3.** Analyze how particular elements of a text interact (e.g. how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

**RL.PP.8.5.** Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**RL.CT.8.8.** Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or

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fictional portrayal of a time, place, or character and a historical account of the same period.

**W.IW.8.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc. ) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

C. Use appropriate transitions to create cohesions and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.

E. Establish and maintain t a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

D. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.PI.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.

**L.SS.8.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive

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mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

F. Use an ellipsis to indicate an omission.

G. Recognize spelling conventions.

**L.KL.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L.VI.8.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., verbal irony, puns) in context.

B. Use the relationship between particular words to better understand each of the words.

C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## Learning Objectives and Activities

**SWBAT** answer the following questions-

- How does Morrie Schwartz feel about death and dying and what does he think society's approach is to those who are dying?
- Why is it so important to embrace and experience emotions, rather than hold them back?
- How can growing older be an enriching experience?
- What are some important life lessons we should learn?

**SWBAT** demonstrate understanding of the following:

- Characterize Mitch as a man who is defined by society's idea of a successful person.
- Compare and contrast Mitch and Morrie and their beliefs about a happy life.
- Understand how popular culture influences people's attitudes toward aging and happiness

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DEPARTMENT English

COURSE Connections, Grade 8

- Explain how Mitch is on the Hedonic Treadmill

### **Learning Activities:**

- text dependent questions
- quote analysis
- interview w/Ted Koppel
- Culture Soup
- EdPuzzle
- CNN Book chat with Mitch Albom
- Morrie's aphorisms

### **Assessments**

#### **Summative:**

- Research and argumentative writing assignment

#### **Formative:**

- Text dependent chapter questions
- Aphorisms
- Culture Soup
- EdPuzzle
- Quote analysis

#### **Alternative:**

- Memoir writing
- Observation of class discussions

### **Interdisciplinary Connections**

#### **Culture Soup**

**2.1.8.PGD.1:** Explain how appropriate health care can promote personal health.

**2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

**2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

### **Career Readiness, Life Literacies, and Key Skills**

#### **CNN Book Chat w/ Mitch Albom**

**9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g.,

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1.5.8.C1a).

### Technology Integration

#### **Research and Argumentative Assignment**

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

### Career Education

#### **Aphorisms**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments

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- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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