



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
August 2026	Ian Schwartz	Revisions

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COURSE Connections, Grade 8

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>Night by Elie Wiesel</i>
8	The Science of Happiness	18	<i>Night by Elie Wiesel</i>
9	Developing Our Own Happiness	19	<i>Night by Elie Wiesel</i>
10	Developing Our Own Happiness	20	<i>Night by Elie Wiesel</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
- [NJ Climate Change Educational Resources*](#)
- YouTube videos
- *Night by Elie Wiesel*
- Holocaust survivor testimony clips from United States Holocaust Memorial Museum

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COURSE Connections, Grade 8

- CommonLit360.org
- Project Happiness
- Coursera- videos/online lectures
- [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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COURSE Connections, Grade 8

Time Frame	4 Weeks
Topic	
The Teenage Brain	
Alignment to Standards	
English Language Arts RI.CR.8.1 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. 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.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. 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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COURSE Connections, Grade 8

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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DEPARTMENT English

COURSE Connections, Grade 8

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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DEPARTMENT English

COURSE Connections, Grade 8

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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DEPARTMENT English

COURSE Connections, Grade 8

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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DEPARTMENT English

COURSE Connections, Grade 8

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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Time Frame	4 weeks
Topic	
Developing Our Own Happiness	
Alignment to Standards	
English Language Arts RI.CR.8.1 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. 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 the same topic and identify where the texts disagree on matters of fact or interpretation. 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	

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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.

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.

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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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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

RI.CR.8.1 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.

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.

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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

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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.

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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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DEPARTMENT English

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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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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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

Night by Elie Wiesel

Alignment to Standards

English Language Arts

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

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.

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

RI.CR.8.1. 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.

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.

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COURSE Connections, Grade 8

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.

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.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

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.

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.

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.

Learning Objectives and Activities

Essential Questions:

- Why is it important to study personal narratives from historical atrocities?
- What was Elie Wiesel's purpose in writing *Night*, and was his purpose achieved?
- How has the Holocaust shaped post-liberation life for the survivors and future generations?
- What conditions, ideologies, and ideas made the Holocaust possible?
- How did the Nazis and collaborators implement the Holocaust?
- What gives people hope when their humanity is systematically denied?
- How does extreme suffering affect family relationships?
- Can empathy survive in an environment built on cruelty?
- How does dehumanization impact identity and moral decision-making?

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COURSE Connections, Grade 8

- What did life look like for Holocaust survivors after liberation?
- What happened to the perpetrators after liberation (Nuremberg Trials)?
- What laws were implemented after WWII to prevent another Holocaust?
- How can we, as civilians, prevent genocide?

SWBAT:

- gain a better understanding of one's own culture, religion, or ethnic background and traditions using research, mixed media, and personal accounts.
- research Jewish communities in the early 1930s, noting the changes during Hitler's rise to power, the effect of propaganda, and society's role in the creation of the Holocaust.
- translate and define German terms prevalent in *Night*.
- analyze Elie Wiesel's life before, during, and after the Holocaust and his purpose in writing *Night*, noting the importance of relaying the story of the victims and survivors.
- research a victim or a survivor and prepare to write a research paper discussing that person and the positive impact he/she had during and after the Holocaust.
- evaluate the spectrum of human choices and apply these historical lessons to issues of human rights and prejudices.
- demonstrate understanding of the following: empathy and hope within systems designed to strip away dignity and identity; the role of empathy and moral courage in inhumane conditions; what hope looks like when traditional sources of comfort disappear; and how dehumanization affects identity, faith, and choice.

Learning Activities:

- Guided Reading
- Identity Chart and Identity Trading Card
- Graphic Organizers
- Vocabulary and German translation notes/handouts
- Background Mini-Lessons
 - Rise of Nazi Germany, Ghettos/camps, Survivor testimonies
- Reading Comprehension/ Critical Thinking/ Connection Questions
- Quote and figurative language analysis
- Socratic Seminars
- Journal Entries
- Survivor Testimonies
- Identification Cards
- Hope Under Dehumanization Project
- Literary Analysis
- Memory Box

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COURSE Connections, Grade 8

- Theme Poster

Assessments

Formative:

- Vocabulary flash cards, slides
- Reading comprehension, critical thinking, and connection questions
- Journal Entries
- Note-taking
- Survivor Testimonies

Summative:

- Interactive Notebook
- Quotes and figurative language handout
- Research paper or a reflective piece
- Socratic Seminar
- Class discussion/group discussion
- Literary Analysis
- Hope Under Dehumanization Project

Interdisciplinary Connections

Survivor Testimonies

- **6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

Career Readiness, Life Literacies, and Key Skills

Class Discussion/Group Discussion

Socratic Seminar

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

Research Paper or Literary Analysis

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.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

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DEPARTMENT English

COURSE Connections, Grade 8

Career Education

Memory Box Project

Hope Under Dehumanization Project

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

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 the lesson
- The 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-level 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
- 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

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COURSE Connections, Grade 8

- 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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