

Main Criteria: Cyber Civics

Secondary Criteria: Common Core State Standards

Subject: Language Arts

Grade: 8

Cyber Civics

Are You a Consumer or a Producer?
Summary: Students assess their own and their classmates' digital media use to discover how much they
"consume"and/or "produce" media. Math skills involved!

Common Core State Standards Language Arts

STRAND /	CCSS.EL	Writing Standards
DOMAIN	A- Literacy. W.8	
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION		Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

	Literacy.S L.8.1.b	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Are You a Multitasker?

Summary: Students consider how they deploy their own attention and they engage in an activity that helps them understand the shortcomings of "multitasking."

Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Avoiding Plagiarism

Summary: Since it's important for students to know that copying even one sentence without "quotation marks" and giving credit is considered plagiarism and can result in serious consequences in high school and beyond (if not before), this lesson teaches them how to avoid plagiarism by paraphrasing.

Common Core State Standards

Language Arts

STRAND /	CCSS.EL	Reading Standards for Informational Text
DOMAIN	A-	Troubling Startagrap for informational rox
	Literacy.R	
	1.8	
CATEGORY /		Key Ideas and Details
CLUSTER		
STANDARD	CCSS.EL	Cite the textual evidence that most strongly supports an analysis of what the text
O I / III D / III D	A-	says explicitly as well as inferences drawn from the text.
	Literacy.R	
	1.8.1	
STANDARD	CCSS.EL	Determine a central idea of a text and analyze its development over the course of the
	A-	text, including its relationship to supporting ideas; provide an objective summary of
	Literacy.R	
	1.8.2	
STRAND /	CCSS.EL	Reading Standards for Informational Text
DOMAIN	A-	
	Literacy.R	
	1.8	
CATEGORY /		Craft and Structure
CLUSTER		
STANDARD	CCSS.EL	Determine the meaning of words and phrases as they are used in a text, including
	A-	figurative, connotative, and technical meanings; analyze the impact of specific word
	Literacy.R	choices on meaning and tone, including analogies or allusions to other texts.
	1.8.4	
STRAND /	CCSS.EL	Writing Standards
STRAND / DOMAIN	A-	Writing Standards
	A- Literacy.	Writing Standards
	A-	Writing Standards
CATEGORY /	A- Literacy.	Writing Standards Text Types and Purposes
DOMAIN	A- Literacy.	
CATEGORY /	A- Literacy.	Text Types and Purposes
CATEGORY / CLUSTER	A- Literacy. W.8	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant
CATEGORY / CLUSTER	A- Literacy. W.8 CCSS.EL A- Literacy.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts,
CATEGORY / CLUSTER	A- Literacy. W.8	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant
CATEGORY / CLUSTER	CCSS.EL A-Literacy. W.8.2	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy. W.8.2 CCSS.EL A-	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2.a	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2.a CCSS.EL	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details,
CATEGORY / CLUSTER STANDARD EXPECTATION	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2 CCSS.EL A- CCSS.EL A- Literacy. W.8.2.a	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CATEGORY / CLUSTER STANDARD EXPECTATION	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2.a CCSS.EL A- Literacy. Literacy.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details,
CATEGORY / CLUSTER STANDARD EXPECTATION	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2.a CCSS.EL A- Literacy. W.8.2.a	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CATEGORY / CLUSTER STANDARD EXPECTATION	CCSS.EL A- Literacy. W.8.2 CCSS.EL A- Literacy. W.8.2.a CCSS.EL A- Literacy. W.8.2.a CCSS.EL A- CCSS.EL	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the
CATEGORY / CLUSTER STANDARD EXPECTATION	A-Literacy. W.8 CCSS.EL A-Literacy. W.8.2 CCSS.EL A-Literacy. W.8.2.a CCSS.EL A-Literacy. W.8.2.b CCSS.EL A-Literacy. W.8.2.b	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CATEGORY / CLUSTER STANDARD EXPECTATION	A-Literacy. W.8 CCSS.EL A-Literacy. W.8.2 CCSS.EL A-Literacy. W.8.2.a CCSS.EL A-Literacy. W.8.2.b CCSS.EL A-Literacy.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the
CATEGORY / CLUSTER STANDARD EXPECTATION EXPECTATION	A-Literacy. W.8 CCSS.EL A-Literacy. W.8.2 CCSS.EL A-Literacy. W.8.2.a CCSS.EL A-Literacy. W.8.2.b CCSS.EL A-Literacy. W.8.2.b	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CATEGORY / CLUSTER STANDARD EXPECTATION EXPECTATION EXPECTATION	A-Literacy. W.8 CCSS.EL A-Literacy. W.8.2 CCSS.EL A-Literacy. W.8.2.a CCSS.EL A-Literacy. W.8.2.b CCSS.EL A-Literacy. W.8.2.b CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL A-CCSS.EL	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the

	Literacy. W.8.2.f	
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Before There Was Photoshop

Summary: While image editing software and technology have made it faster and easier than ever to "doctor" photos, photo manipulation dates back to the invention of the camera. In this lesson students look at some famous photo manipulations that altered perceptions and shaped history.

Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.

C.R.A.P.* Detection

Summary: This test, with an acronym guaranteed to be remembered by students, is a great tool for evaluating online information and for media literacy in general. It will be used throughout the following lessons.

Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R	Reading Standards for Informational Text
	1.8	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD	CCSS.EL A- Literacy.R I.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION		Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing

STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER		
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Clickbait and Deepfakes

Summary: Students explore two concerning ways their attention might be drawn to untruths online as they put their creativity to work in an engaging activity that drives this lesson home.

${\bf Common\ Core\ State\ Standards}$

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	A-	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.8	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

	Literacy.R I.8	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Emerging Technologies and Ethical Thinking

Summary: Because today's students will be tomorrow's tech designers, it is important for them to consider how technologists build ethical thinking into the products they make. Students explore artificial intelligence, deep learning, and natural language processing through an engaging exercise.

Common Core State Standards Language Arts

	Grade 8 - Adopted: 2010			
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text		
CATEGORY / CLUSTER		Key Ideas and Details		
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text		
CATEGORY / CLUSTER		Craft and Structure		
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards		
CATEGORY / CLUSTER		Text Types and Purposes		
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
STRAND / DOMAIN	CCSS.EL A-	Writing Standards		

	Literacy. W.8	
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Every Picture Tells a Story Summary: In this hands-on lesson, students learn the fundamentals of visual language and photography, and find out how these fundamentals are used to craft media messages.

Common Core State Standards **Language Arts**

STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	
STANDARD	CCSS.EL A- Literacy.S L.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.	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	

STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Food Takes Center Stage Summary: Advertisers have long used the magic of photo manipulation to make their products look more appetizing and beautiful. This lesson takes a look at how various foods are readied for their "close-ups."

Common Core State Standards

Language Arts

CATEGORY I Literacy.R STANDARD CCSS.EL Literacy.R Literacy.S Liter	STRAND /	Grade 6 - Adopted, 2010			
Literacy R CCSS.EL A- Literacy R Literacy R Literacy R CCSS.EL A- Literacy R CCSS.EL A- Literacy R Lit			Reading Standards for informational Text		
CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.R 1.8.1 STANDARD CCSS.EL A- Literacy.R 1.8.2 STANDARD CCSS.EL A- Literacy.R 1.8.2 STANDARD CCSS.EL A- Literacy.R 1.8.2 STRAND / DOMAIN LITERACY.R 1.8.2 CCSS.EL A- Literacy.R 1.8.2 STANDARD CCSS.EL A- Literacy.R 1.8.2 STRAND / DOMAIN LITERACY.R 1.8.2 CCSS.EL A- Literacy.R 1.8.3 CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.R 1.8.4 CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.R 1.8.4 CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.R 1.8.4 COSS.EL A- Literacy.R 1.8.4 COSS.EL A- Literacy.R 1.8.4 STRAND / DOMAIN CCSS.EL A- Literacy.S 1.8.4 C	DOMAIN				
CATEGORY / CLUSTER CCSS.EL A- Literacy.R Lieracy.R Literacy.R Literacy.S Lit					
CCSS.EL A-Literacy.R [1.8.1] STANDARD CCSS.EL A-Literacy.R [1.8.1] CCSS.EL A-Literacy.R [1.8.2] Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text, including its relationship to supporting ideas; provide an objective summary of the text, including its relationship to supporting ideas; provide an objective summary of the text, including its relationship to supporting ideas; provide an objective summary of the text, including its relationship to supporting ideas; provide an objective summary of the text, including its relationship to supporting ideas; provide an objective summary of the text. CCSS.EL A-Literacy.R [1.8.2] CATEGORY / CCSS.EL A-Literacy.S [1.8.4] CCSS.EL A-Literacy.S [1.8.4] CCSS.EL A-Literacy.S [1.8.4] CCMB C COMprehension and Collaboration CCSS.EL A-Literacy.S [1.8.4] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] EXPECTATION CCSS.EL A-Literacy.S [1.8.1.8] Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		1.0			
STANDARD CCSS.EL A- Literacy.R I.8.1 CCSS.EL A- Literacy.R I.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. STANDARD CCSS.EL DOMAIN CCSS.EL A- Literacy.R I.8 CCATEGORY CLUSTER STANDARD CCSS.EL Literacy.R I.8.4 STRAND / DOMAIN CCSS.EL Literacy.R Literacy.S L.8 Speaking and Listening Standards CCSS.EL A- Literacy.S L.8 CATEGORY / CLUSTER CCOMprehension and Collaboration CCSS.EL A- Literacy.S L.8.1. CCSS.EL A- Literacy.S L.8.1. CCSS.EL A- Literacy.S L.8.1. COMPREHENSION That is 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. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.a Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	CATEGORY /		Key Ideas and Details		
A- Literacy.R I.8.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. I.8.2	CLUSTER				
A- Literacy.R I.8.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. I.8.2	STANDARD	CCSS.FL	Cite the textual evidence that most strongly supports an analysis of what the text		
Literacy,R L.8.1	017111271112				
I.8.1 CCSS.EL CCSS.EL CALL CCSS.EL		II I			
CCSS.EL A- Literacy.R Literacy.S					
Literacy.R CATEGORY I CLUSTER CCSS.EL A- Literacy.S Literacy	CTANDADD		Determine a central idea of a text and analyze its development ever the course of the		
Literacy,R L8.2 CCSS.EL DOMAIN Literacy,R L8 CATEGORY / CLUSTER CCSS.EL A- Literacy,R Literacy,S L8 CCSS.EL Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. STRAND / DOMAIN CCSS.EL A- Literacy,S L8 COmprehension and Collaboration CLUSTER CCSS.EL A- Literacy,S L8.1 EXPECTATION CCSS.EL A- Literacy,S L8.1.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. EXPECTATION CCSS.EL A- Literacy,S L8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Ly Literacy,S L8.1.b Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	STANDARD				
STRAND / CCSS.EL A-Literacy.R 1.8.4 CATEGORY / CLUSTER STANDARD CCSS.EL A-Literacy.R 1.8.4 CCSS.EL A-Literacy.R 1.8.4 CCSS.EL A-Literacy.R 1.8.4 CCSS.EL A-Literacy.R 1.8.4 CCSS.EL A-Literacy.S 1.8.5 CATEGORY / CLUSTER CCSS.EL A-Literacy.S 1.8 CATEGORY / CLUSTER CCSS.EL A-Literacy.S 1.8 CATEGORY / CLUSTER CCSS.EL A-Literacy.S 1.8 CATEGORY / CLUSTER CCSS.EL A-Literacy.S 1.8.1 EXPECTATION CCSS.EL A-Literacy.S 1.8.1 EXPECTATION CCSS.EL A-Literacy.S 1.8.1.8 EXPECTATION CCSS.EL A-Literacy.S 1.8.1.8 CCSS.EL		11			
STRAND / Literacy.R CCSS.EL A- Literacy.R Literacy.S L.8.4 STRAND / Literacy.S L.8 Speaking and Listening Standards CCSS.EL A- Literacy.S L.8 Literacy.S L.8.1 Emage 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. Literacy.S L.8.1.a EXPECTATION CCSS.EL 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose questions and comments with relevant evidence, observations, and ideas. Pose			the text.		
A- Literacy.R Liseracy.R Liseracy.R CCSS.EL A- Literacy.S L.8 CATEGORY I CCSS.EL A- Literacy.S L.8 COMPrehension and Collaboration CCSS.EL A- Literacy.S L.8.1 COMPREHENSION BY I CCSS.EL A- Literacy.S L.8.1 COMPTEHENSION BY I CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a COMPTEHENSION BY I CCSS.EL A- Literacy.S L.8.1.a Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.					
Literacy.R 1.8 CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.R 1.8.4 CCSS.EL A- Literacy.S L.8 COMprehension and Collaboration CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			Reading Standards for Informational Text		
CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1 CATEGORY / CLUSTER COMPTENDIAN COMPTEN COM	DOMAIN				
CATEGORY / CLUSTER CCSS.EL A- Literacy.R 1.8.4 CCSS.EL A- Literacy.S L.8 CATEGORY / CLUSTER CCSS.EL A- Literacy.S L.8 CATEGORY / CLUSTER CCSS.EL A- Literacy.S L.8 CATEGORY / CLUSTER CCCSS.EL A- Literacy.S L.8 COMprehension and Collaboration CCSS.EL A- Literacy.S L.8.1 CCCSS.EL A- Literacy.S L.8.1 CCSS.EL A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1 COMPTEHENSION AND COMPTEHEN					
CCSS.EL A-Literacy.S L.8.1 CCSS.EL A-Literacy.S L.8 CCTSS.EL A-Literacy.S L.8 COMPREHENSION and Collaboration CCSS.EL A-Literacy.S L.8.1 CCSS		1.8			
STANDARD CCSS.EL A- Literacy.S L.8 CATEGORY / CLUSTER STANDARD CCSS.EL A- Literacy.S L.8 COMprehension and Collaboration CCSS.EL A- Literacy.S L.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. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Liter	CATEGORY /		Craft and Structure		
A- Literacy.R Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a	CLUSTER				
A- Literacy.R Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a	STANDARD	CCSS EL	Determine the meaning of words and phrases as they are used in a text including		
Literacy.R Choices on meaning and tone, including analogies or allusions to other texts. STRAND / CCSS.EL Speaking and Listening Standards CATEGORY / CLUSTER Comprehension and Collaboration CCSS.EL 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. EXPECTATION CCSS.EL 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. EXPECTATION CCSS.EL Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	STANDARD				
I.8.4 STRAND					
STRAND / DOMAIN CCSS.EL A-Literacy.S L.8 CATEGORY / CLUSTER CCSS.EL A-Literacy.S L.8.1 EXPECTATION CCSS.EL A-Literacy.S L.8.1.2 EXPECTATION CCSS.EL A-Literacy.S L.8.1.3 EXPECTATION CCSS.EL A-Literacy.S L.8.1.4 EXPECTATION CCSS.EL A-Literacy.S L.8.1.5 EXPECTATION CCSS.EL A-Literacy.S L.8.1.6 EXPECTATION CCSS.EL A-Literacy.S L.8.1 EXPECTATION			analogico el moaning ana tene, metaling analogico el anacione te etner texter		
CATEGORY / CLUSTER COmprehension and Collaboration CCSS.EL A- 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. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.c EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b					
Literacy.S L.8 CATEGORY / CLUSTER CCSS.EL A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			Speaking and Listening Standards		
CATEGORY / CLUSTER COMPrehension and Collaboration CCSS.EL A-Literacy.S L.8.1 EXPECTATION CCSS.EL A-Literacy.S L.8.1. COMBRET COM	DOMAIN				
CATEGORY / CLUSTER COMPrehension and Collaboration CCSS.EL A-Literacy.S L.8.1 EXPECTATION CCSS.EL A-Literacy.S L.8.1.a CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.a CCSS.EL A-Literacy.S L.8.1.a CCSS.EL A-Literacy.S L.8.1.a CCSS.EL A-Literacy.S L.8.1.a EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.					
CCSS.EL A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1. CCSS.EL A- Literacy.S L.8.1. CCSS.EL A- Literacy.S L.8.1. COBE 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. EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.c EXPECTATION CCSS.EL A- LITERACY COMMENTAL COMENTAL COMENTAL COMENTAL COMENTAL COMENTAL COMENTAL COMENTAL COMENTAL COMEN		L.8			
CCSS.EL A-Literacy.S L.8.1 EXPECTATION CCSS.EL A-Literacy.S L.8.1. EXPECTATION CCSS.EL A-Literacy.S L.8.1. CCGS.EL A-Literacy.S L.8.1. CCGS.EL A-Literacy.S L.8.1. CCGS.EL A-Literacy.S L.8.1.a EXPECTATION CCSS.EL A-Literacy.S L.8.1.a EXPECTATION CCSS.EL A-Literacy.S L.8.1.a CCGS.EL A-Literacy.S L.8.1.a EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCGS.EL A-Literacy.S L.8.1.b CCGS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCGS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b	0711 = 0 0 11 1 7		Comprehension and Collaboration		
A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	CLUSTER				
A- Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	STANDARD	CCSS.EL	Engage effectively in a range of collaborative discussions (one-on-one, in groups.		
Literacy.S L.8.1 EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL 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. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward define individual roles as needed. EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b					
EXPECTATION CCSS.EL A- Literacy.S L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		Literacy.S			
EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b		L.8.1			
EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b	EXPECTATION	CCSS EI	Come to discussions prepared having read or researched material under study		
Literacy.S L.8.1.a EXPECTATION CCSS.EL A-Literacy.S L.8.1.b EXPECTATION CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.b CCSS.EL A-Literacy.S L.8.1.b	LAPECIATION				
L.8.1.a EXPECTATION CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Literacy.S L.8.1.b CCSS.EL A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.					
EXPECTATION CCSS.EL A-Literacy.S L.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION CCSS.EL A- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.					
A- Literacy.S L.8.1.b EXPECTATION CCSS.EL A- questions and comments with relevant evidence, observations, and ideas.	EVDEOT				
Literacy.S L.8.1.b EXPECTATION CCSS.EL A- questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	EXPECIATION				
L.8.1.b CCSS.EL Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		II I	specific goals and deadlines, and define individual roles as needed.		
EXPECTATION CCSS.EL Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.					
A- questions and comments with relevant evidence, observations, and ideas.					
	EXPECTATION				
Literacy.S					
	I	Literacy.S			

	L.8.1.c	
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	A-	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.
STRAND/ DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

How To Cite Right

Summary: Creating a "Bibliography" or "Works Cited" page is an important component of the research project, and citing online resources can be especially tricky. This lesson shows students how to do this and then introduces them to an online tool that can make this task a snap.

Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY /		Text Types and Purposes

CLUSTER		
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Let's Get Blogging!
Summary: A fun, hands-on activity teaches students how to "blog" and, more importantly, how to comment and respond appropriately and respectfully to others online and why this matters.

Common Core State Standards

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
	A-	Write informative/explanatory texts 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; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	A- Literacy.L .8.1.d	
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Let's Talk About Sexting

Summary: Sexting, "the sending OR receiving of sexually suggestive, nude, or seminude images or video," is a serious digital age issue. Students learn the definition of "sexting" and its consequences by discussing and debating a real-life sexting incident involving students.

Common Core State Standards

Language Arts

STRAND /	CCSS.EL	Panding Standards for Informational Toyt
DOMAIN	A- Literacy.R I.8	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
		Production and Distribution of Writing
CATEGORY / CLUSTER		Troudotton and Distribution of Witting

	A- Literacy. W.8.4	are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A-	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).

	Literacy.L .8.4.d	
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Let's Review! Copyright, Fair Use, Public Domain

Summary: Even though students spent a significant amount of time learning about Copyright, Fair Use, Public Domain, and Creative Commons in Level 2 (Information Literacy), these are important topics to revisit, especially as students work on written projects. This lesson and its activity provide hands-on review.

Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.7	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.
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD		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

	Literacy.S L.8.1	on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seeing Stereotypes

Summary: Students continue to explore media stereotypes as they discover that stereotypical representations of different races, ethnicities, age groups, and professions are often perpetuated by the media.

Common Core State Standards Language Arts

Grade 8 - Adopted: 2010

STRAND /	CCSS.EL	Speaking and Listening Standards
DOMAIN	A- Literacy.S L.8	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

CLUSTER

STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Selling To Stereotype

Summary: By creating their own media messages targeted at different stereotypes, students experience media's role in perpetrating long-standing assumptions or generalizations about different groups of people.

Common Core State Standards Language Arts

STRAND /	CCSS.EL	Writing Standards
DOMAIN	A- Literacy. W.8	
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	CCSS.EL A- Literacy. W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	CCSS.EL A- Literacy. W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND /	CCSS EL	Speaking and Listening Standards

DOMAIN	A- Literacy.S L.8	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sexting, Just Say No

Summary: Now that students have an understanding of the legal and social consequences of "sexting," this lesson gives them strategies to deal with a "sexting" incident should they encounter one. It also includes an optional extension covering "revenge porn" and "sextortion."

Common Core State Standards Language Arts

OTD AND	0000 =	Grade 8 - Adopted. 2010
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL	Follow rules for collegial discussions and decision-making, track progress toward

	A- Literacy.S L.8.1.b	specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Spot That Photoshop

Summary: The term "Photoshopping" (used as a verb) has become synonymous with the act of digitally retouching or manipulating a photo, thus it's often assumed students recognize a manipulated image when they see one. Since research indicates otherwise, this lesson helps students spot and identify photo manipulation and consider its impact.

Common Core State Standards

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
	CCSS.EL A-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

	Literacy.R I.8.1	
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND /	CCSS.EL	Reading Standards for Informational Text
DOMAIN	A- Literacy.R I.8	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S	Speaking and Listening Standards

	L.8	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Stereotypes All Around Us Summary: Students continue to explore media stereotypes as they discover that stereotypical representations of different races, ethnicities, age groups, and professions are often perpetuated by the media.

Common Core State Standards

Language Arts

7.44 Pto 4. 2020		
CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards	
	Comprehension and Collaboration	
A-	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- Literacy.S L.8 CCSS.EL A- Literacy.S	

EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION		Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.

The Power of Social Media

Summary: While it's easy to write off social media as a frivolous time-waster (and for many of us it is!), it is important for students to have an appreciation for its incredible power and to know how social media has been used by many to improve and even change the world. This lesson introduces students to some powerful examples.

Common Core State Standards

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-	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

	Literacy.S L.8.1	on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
	A- Literacy.L	Language Standards Vocabulary Acquisition and Use
CATEGORY /	A- Literacy.L	
CATEGORY / CLUSTER	CCSS.EL A- Literacy.L ,8.4	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy.L .8.4 CCSS.EL A- Literacy.L .1.2 CCSS.EL A- Literacy.L A- Literacy.L	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position
CATEGORY / CLUSTER STANDARD EXPECTATION	CCSS.EL A- Literacy.L .8.4 CCSS.EL A- Literacy.L .8.4.a CCSS.EL A- Literacy.L .8.4.a	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by
CATEGORY / CLUSTER STANDARD EXPECTATION EXPECTATION	A-Literacy.L.8 CCSS.EL A-Literacy.L.8.4 CCSS.EL A-Literacy.L.8.4.a CCSS.EL A-Literacy.L.8.4.d CCSS.EL A-Literacy.L.8.4.d	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. 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).

Trolls, Lurkers, and Upstanders

Summary: Through discussion of actual online scenarios, students consider the different ways people participate online. This activity also helps them understand how online activities that seem passive may actually be participatory.

Common Core State Standards

Language Arts

STRAND /	CCSS.EL	Reading Standards for Informational Text
DOMAIN	Α-	

	Literacy.R I.8	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Summary: Because there is an urgent need to teach students how to evaluate the news they find online, especially in this age of so-called "fake" news, this lesson introduces them to the real meaning of this term, and also teaches them what "fake" news is not.

Common Core State Standards Language Arts

Grade 8 - Adopted: 2010

0.0000 7.00000.2020		
STRAND /		Speaking and Listening Standards
DOMAIN	A-	
	Literacy.S L.8	
	L.0	
CATEGORY /		Comprehension and Collaboration
CLUSTER		
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Using C.R.A.P.* Detection Skills

Summary: Part 2 of C.R.A.P.* Detection lets students try out the test on actual web pages that appear to beauthentic and reputable.

Common Core State Standards

Language Arts

DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY /		Key Ideas and Details

CLUSTER		
STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD	CCSS.EL A- Literacy.R I.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	A-	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A- Literacy.S L.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.
EXPECTATION	CCSS.EL	Come to discussions prepared, having read or researched material under study;

	A- Literacy.S L.8.1.a	explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Using Filters and Operators
Summary: By experimenting with various filtering tools and operators, students discover how they can improve the quality of their search results. A hands-on activity helps them remember how to use these tools.

Common Core State Standards

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	CCSS.EL A- Literacy.R I.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	CCSS.EL A- Literacy.R I.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND /	CCSS.EL	Language Standards

DOMAIN	A-	
DOMAIN	Literacy.L	
	.8	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

What's News?
Summary: After viewing examples of how social media has influenced the "news," students analyze and reflect upon the sources and credibility of "news" and information found online.

Common Core State Standards

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
EXPECTATION	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.
EXPECTATION		Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.c	Consult general and specialized 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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Your Brain on Tech

Summary: Everyone is concerned about tech "addiction," even youth! That's why this lesson and activity show students how and why digital devices capture and hold their attention. Having this knowledge empowers them to make wise choices about tech use in the future.

${\bf Common\ Core\ State\ Standards}$

Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text		
CATEGORY / CLUSTER		Key Ideas and Details		
STANDARD		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
STANDARD		Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of		

	Literacy.R I.8.2	the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.8	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	A-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.EL A- Literacy. W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.8	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.8	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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.

EXPECTATION	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.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND <i>I</i> DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.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.
EXPECTATION	CCSS.EL A- Literacy.L .8.4.d	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .8	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase